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ABSTRACT

In order to determine the educational needs of vocational education educators who have responsibility for mainstreaming special education students, a survey was conducted in Massachusetts in 1979. A total of 208 questionnaires were mailed to 52 schools, for a vocational teacher, a special educator, a special education coordinator/supervisor, and a counselor. The response rate was 66 percent (138 returns). It was found that voids of services exist among the schools, especially in the areas of vocational rehabilitation and psychomotor therapy; in addition, 44 percent of the schools reported having no counselors on staff to work with special needs learners. It was also found that at least 88 percent of the schools mainstreamed special students in vocational education, while about 49 percent of the schools have self-contained vocational education programs for special needs students. Within the four subgroups of respondents, vocational teachers and special educators are much more willing than administrators and counselors to participate in an advanced degree program to acquire additional skills related to vocational/special education. However, none of the groups indicated an overwhelming desire for additional training in special education. More than half of the vocational teachers expressed an interest in additional skill development in occupational/career education. (KC)

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A COMPREHENSIVE ANALYSIS OF THE NEEDS OF OCCUPATIONAL EDUCATION PERSONNEL FOR PROFESSIONAL DEVELOPMENT IN SPECIAL EDUCATION COMPETENCIES

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1980

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TABLE OF CONTENTS

Page

Highlights of this Research 1

Abstract 3

Review of Literature 5

Methodology 11

- Project Staff 11
- Development of Instruction 12
- Survey Questionnaire 12
- Formation of Advisory Committee 13
- Population Surveyed 14

Review of Findings/Discussion of Issues 15

- Part I--Demographic Data 15
  - Sex and Present Employment Status 15
  - Current Position 15
  - Teaching Environment 16
  - Previous Experience in Education 16
  - Existence of Special Education Programs 17
  - Personnel Offerings Special Education Services Learners with School Environments 17
  - Method of Instruction in Vocational Education Programs Offered to SNL 19
  - Educational Experiences in Special Education 19
  - Participation in Advanced Degree Program 21
  - Areas of Further Skill Development 22
  - Special Needs Learners in Vocational Programs 24
- Part II--Competency Data 26
  - Introduction 26
  - Responses of Vocational Teachers 27
    - Absolutely Necessary Category 27
    - Proficiency Category 27
  - Responses of Special Educators 30
    - Absolutely Necessary Category 30
    - Proficiency Category 30
  - Responses of Special Education Coordinators/Supervisors . . . 33
    - Absolutely Necessary Category 33
    - Proficiency Category 33
  - Responses of Counselors 33
    - Absolutely Necessary Category 33
    - Proficiency Category 34
  - Discussion of Competency Data 38

Appendices

Appendix A--Survey Questionnaire

Appendix B--Question for Special Educators: Definition of Various Diagnostic Categories of SNL in Vocational Education

Appendix C--Letter Mailed to Principals and Superintendent/Directors

Appendix D--Demographic Data Tables

Appendix E--Ranks, Frequencies & Percentages of Responses for all Sub-groups by Necessity

Appendix F--Competency Data: Ranks, Frequencies, and Percentages of Responses for all Sub-groups by Proficiency

HIGHLIGHTS OF THIS RESEARCH

1. During the Spring 1979, a statewide survey to assess competencies needed by teachers, administrators, counselors, and other support personnel working with special needs learners (SNL) in vocational education was mailed to 52 schools within the Commonwealth with state-funded vocational programs. A total of 208 questionnaires were mailed out.

2. Within each of the schools, one questionnaire was sent to four different individuals: (1) a vocational teacher, (2) a special educator, (3) a special education coordinator/superviosr, and (4) a counselor. The total questionnaire response rate was 66%, representing a return of 138 questionnaires.

3. Previous research efforts designed to identify competencies needed by professionals working with SNL enrolled in vocational programs did not address to any great extent the coping skills necessary for those professionals to be able to work with SNL with a sense of empathy and understanding. This research effort addressed this skill area in addition to the traditionally addressed skill areas of technical teaching and professional skills.

4. The return sample was comprised of 73% males and 27% females with 99% of the respondents indicating fulltime employment status within the schools.

5. The responses from each sub-group were relatively consistent when the respondents were asked to define the numbers and types of personnel within their schools offering services to SNL in vocational education. Categories of personnel within the schools where the greatest voids of services exist are in the areas of vocational rehabilitation and psycho-motor therapy. At least 83% of the schools were reported as having no vocational rehabilitation personnel on staff and at least 74% of the schools were reported as having no psycho-motor therapist on staff. Counseling is another area of concern. At least 44% of the schools were reported as having no vocational counselor on staff to work with SNL and at least 31% of the schools were reported as having no counselors on staff to service SNL.

6. The incidence of mainstreaming SNL in vocational education is quite high within the schools with state-funded vocational programs. At least 88% of the schools were reported as containing mainstreamed SNL in vocational programs. It appears that a considerable number of vocational teachers are now servicing SNL within their regular classrooms.

7. The incidence of self-contained vocational education programs for these special learners is not as prevalent. The average figure for all the sub-groups indicates that about 49% of the schools do contain self-contained vocational education programs for SNL.

8. Within the four sub-groups of respondents, vocational teachers and special educators are much more willing than special education coordinators/ supervisors and counselors to participate in an advanced degree program to acquire additional skills related to vocational/special education.

9. When the issue of interest areas for further skill development was addressed, none of the four sub-groups indicated an overwhelming desire for additional training in special education to be able to implement special education goals or additional leadership training in occupational/special education. Over half of the vocational teachers expressed an interest for additional skill development in the area of occupational/career education.

ABSTRACT

The Center for Occupational Education, University of Massachusetts, Amherst, submitted a research proposal to the State Department of Education, Division of Occupational Education to perform a comprehensive analysis of the needs of occupational education personnel for professional development in special education competencies. The project was funded in November 1978 with federal funds under the Vocational Education Act of 1976, P.L. 94-482.

The project is designed to accomplish the following objectives:

1. to identify competencies needed by occupational/special education teachers, administrators, and other support personnel working with special needs learners (SNL) in vocational education,

2. to identify the present level of training of occupational education personnel working with SNL, relate this training to the identified competencies as defined in objective #1 and make recommendations for professional development programs throughout the state,

3. to identify the numbers and types of personnel available to service special needs learners in vocational education in the Commonwealth,

4. to identify and report the numbers and types of SNL presently served in vocational education within the Commonwealth, and

5. to develop, field test and disseminate a handbook to serve as a curriculum guide and teachers' manual to assist vocational education teachers in improving educational programs offered to SNL in vocational education.

This project is an operational response to the joint responsibility of the Special Needs Division and Division of Occupational Education to encourage the improvement of special education for students in vocational environments.

The overall project, which is divided into three stages: (1) needs assessment, (2) curriculum development, and (3) curriculum dissemination, has progressed into the second stage. This document will describe the first stage of the project and will report on the data generated.

To accomplish the first four objectives, a questionnaire was designed and mailed to staff members of 52 schools within the Commonwealth with state-funded vocational programs. A total of 208 questionnaires were sent to vocational teachers, special education teachers, special education coordinators/supervisors, and counselors within these schools. After a second mailing, a total of 138 respondents had completed the two-part questionnaire. Part I addressed demographic issues with regard to the respondents. Part II contained a list of competencies to be rated with regard to two dimensions: (1) "necessity" or how important the competency was to the overall effectiveness of the special education/vocational education program and (2) "proficiency" or how capable the respondent felt performing the particular competencies. Two lists of competencies were generated for each group of respondents: (1) a list reflecting the ranking of competencies for the necessary dimension (2) a list reflecting the ranking of competencies for the "proficiency" dimension.

As a result of the data gathered from this research questionnaire, the research team is able to: (1) develop and disseminate a handbook to serve as a curriculum guide/teacher's and trainer's manual to meet the defined needs of vocational teachers in their effort to improve educational programs offered to SNL in vocational education, (2) develop and offer off-campus courses for the vocational teacher in the area of special education/vocational education, and (3) make recommendations for professional development activities for individuals servicing SNL in vocational education.

The responses from special educators who defined the various sub-diagnostic categories of SNL being served in vocational education indicates that the largest number of learners are those with learning disabilities followed by those who are mentally retarded.

When considering the pattern of responses to the competencies presented to the four sub-groups of respondents, it is evident that the coping and technical skill areas weigh heaviest with respect to the "absolute necessary" dimension. It is to these areas of skills that the second component of this project, that of handbook development, will address itself.

The competencies identified most often as "absolutely necessary" within the sub-groups by at least 66% of the respondents deal with the process of individualization of instruction and with strengthening the survival skills and self-image of SNL.

With respect to the proficiency dimension, the numbers of respondents with self-defined low levels of proficiency for any of the competencies is very small with only a few exceptions. Apparently, the respondents feel they are quite capable of servicing SNL in vocational education or they are unwilling to accurately identify their proficiency levels.

REVIEW OF LITERATURE

A number of studies dealing with the identification of competencies needed by vocational educators working with special needs learners had proceeded the inception of the project.

The majority of studies reviewed identified competencies associated with the technical and professional skills linked to providing effective educational services to SNL in vocational education. Technical competencies are those

associated with the technical skills of teaching, such as curriculum development, management of learning environments interacting with learners, developing instructional resources, occupational teaching/learning strategies, and the management of the classroom. Professional competencies are those associated with understanding the special education needs, types of handicaps, laws associated with special education learners in vocational environments and the physical needs for working with special education students in vocational environments.

A few research efforts in this academic area have addressed a third type of competency grouping which is probably central to overall success of working with these special learners. This competency area, which is called "coping skills," can be defined as the collection of skills associated with the ability to work with SNL with a sense of empathy and understanding; those self-concept development procedures which help a teacher gain professional strength and provide them with training in assisting learners to develop self-concept and survival skills. The research studies which have addressed those coping skills have not dealt with them to any great extent. Their main research thrust seemed to center around the technical and professional skill areas.

A library computer search was done to review the existing body of knowledge in this area and the following seven research studies were used as a basis for competency development:

Institution	Year	Title of Study
University of Illinois	1976	First National Workshop: Task Analysis Questionnaire--Vocational Education for Special Needs Students
University of Arkansas	1978	Assessment of Needed Competencies of Vocational Special Needs Teachers in the State of Arkansas

Institution	Year	Title of Study
Keene State College	1975	Curriculum Research and Design for a Vocational Special Services Staff Development Program in New Hampshire
Kent State	1976	Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Students
University of Wisconsin-Stout	1976	An Investigation of Teacher Competencies Needed to Utilize Diagnostic Test Data In Prescribing Occupational Learning Experiences in Teaching the Educatable Mentally Retarded Students.
Florida State University	1976	Exemplary Competency Based Vocational Teacher Education Project: Disadvantaged Component. Competencies and Criteria Identification Phase. Professional Competencies and Assessment Criteria for Teachers and Administrators working with Disadvantaged Students in Vocational Education
Florida State University	1976	Exemplary Competency Based Vocational Teacher Education Project: Handicapped Component. Competencies and Criteria Identification Phase. Professional Competencies and Assessment Criteria for Teachers and Administrators Working with Disadvantaged Students in Vocational Education

Although the research techniques for developing the competencies varied from project to project, the types of competencies generated were quite similar in content areas (technical and professional) with the exception of a few studies which addressed coping skills.

Kent State (1975) hired two consultant committees which met to identify competencies necessary for effective performance when working with SNL. The committees were asked to: (1) identify the competencies, (2) list examples for each competency with regard to bodies of knowledge, skills necessary and attitudes involved, (3) list examples for each competency with regard to activities and experiences involved when developing each competency, and (4) write a means of evaluation to determine the degree of attainment for each competency. The committee members were selected because of their expertise in particular areas. One committee consisted of fifteen

teachers from special education, the Office of Work Adjustment and the Office of Work Experience. The second committee consisted of six state staff consultants from the Office of Work Adjustment, Work Experience, and Special Education. The competency list generated by these individuals centered around the areas of program management, curriculum, classroom management, coordination, remediation, and counseling. The list was taken to a statewide workshop of professionals servicing SNL who were asked to respond to the list with regard to the importance of each comeptency as it related to their work and with regard to the frequency of use each competency would receive. The competencies were ranked in terms of importance and frequency of use for the work experience teachers, work adjustment teachers, and special education teachers.

The University of Illinois (1976) conducted a national workshop which involved 10 teams of professionals who were awarded grants after submitting proposals to attend the scheduled workshop. The teams were representative of local education agency personnel and teacher educators. One of the workshop activities was to respond to a questionnaire which was developed based upon a literature review. The questionnaire addressed tasks which the vocational or special educator are likely to perform in working with SNL at the junior and senior level programs. The competency list centered around planning instruction, implementing instruction, and evaluating program and instruction. The workshop participants were asked to respond to the questionnaire with regard to the relative amount of time spent conducting the tasks, with regard to how critical successful performance of the task was to the overall effectiveness of a program, and with regard to whether the participants felt they needed to know more about the particular tasks. Mean scores were generated for the tasks for LEA personnel and teacher educators.

The University of Wisconsin-Stout (1976) used an action research model to investigate teacher competencies needed to utilize diagnostic test data in prescribing occupational learning experiences to teach educatably mentally retarded learners. Their research technique involved six schools, four secondary, and two post-secondary, within one school district. Each school sent a team composed of a special educator, a vocational teacher, a audio-visual specialist, and a counselor to participate in a two-week workshop. As teams of professional working with SNL, their functions during the workshop were to: (1) respond to a questionnaire which defined their ability to perform specific competencies/tasks and hold certain attitudes (questionnaire administered before and after workshops), (2) identify problems in modifying instructional materials, teaching strategies and classroom procedures, (3) design solutions to the problems defined and, (4) implement solutions and evaluate effectiveness of these solutions.

Pre and post workshop ability levels as defined by the workshop participants were examined and evaluated. It is important to note here that this research project addressed the five following competencies out of a total of 74 which can be defined as coping skills:

- look objectively at personnel prejudices toward SNL and understand their influences on behavior
- deal effectively with high emotional situations such as student-student, student-school, student-home, or employer
- build the educatably mentally retarded learner's self-concept through acceptance and success in classroom activities
- analyze interpersonal and personal--environmental situations
- interrelate personality, social, and interpersonal ethics into classroom learning activities.

The University of Arkansas (1978) designed a questionnaire based upon a computer and library search of related studies and upon many suggestions obtained from vocational/special needs education experts in Pennsylvania and Arkansas. They mailed the questionnaire to school superintendents who were asked to rate the importance of the competencies as well as how confident they felt their teachers were at performing the various tasks. They also mailed the questionnaire to vocational teachers, special education teachers, vocational education supervisors, special education supervisors, vocational rehabilitation personnel and vocational counselors who were asked to rate each competency in terms of importance and in terms of how confident they were in performing the task.

The 43 competency questionnaire was divided into the competency groups: (1) needs assessment, (2) planning process, (3) instruction, and (4) evaluation. Only three of the competencies listed addressed the coping skill area.

Florida State University (1976) conducted two research projects concerned with the identification of competencies and criteria necessary for administrators, county directors, vocational education supervisors, and teachers in vocational education programs. Their research efforts contained a handicapped and a disadvantaged learner component. For both components, a descriptive survey was mailed to vocational/technical teachers, administrators and supervisors through the state. The surveys were generated after a literature review, categorization of competencies, and an interview of vocational teachers by three Florida State University personnel involved in teacher preparation programs. A five member advisory board of teachers and administrators reviewed the initial set of competencies and arrived at a list of 90 competencies for the handicapped component survey and a list of

93 competencies for the disadvantaged component survey. Vocational teachers, county vocational directors, and vocational education supervisors received the questionnaire by mail. The survey asked these respondent to score each competency on a scale of importance. The mean score and rank for each competency was generated for the total group, for vocational teachers, county directors, and vocational education supervisors.

These two research efforts briefly addressed the coping skill area. Found with the 90-competency handicapped survey are six competencies associated with coping skills. The 93 competency disadvantaged component contained five competencies linked to the coping skill area. The remainder of the competencies were associated with professional and technical skills.

METHODOLOGY

Project Staff

This project is directed by Dr. Kenneth Ertel, Director, Center for Occupational Education, at the University of Massachusetts, Amherst, Massachusetts. Primary researcher on the project is Ms. Kathleen Winkler, Staff Assistant/Lecturer also within the Center. Two additional staff members, Mr. John Previti, Instructor of Industrial Technology, Fitchburg State College, and Ms. Catherine Hopkins, State Coordinator, Secondary School Placement were hired during the summer months to work as a team for curriculum development. During the academic year 1979-80, two doctoral students, Ms. Nancy Gadzuk and Mr. William Barnes, with expertise in the area of special education/vocational education were hired for curriculum development and handbook dissemination. This group of professionals in addition to the advisory group members represent the project staff.

Development of Instrumentation

A number of professionals within the educational environment are engaged in providing services to SNL enrolled in vocational programs. The vocational educator and the special educator in addition to the guidance counselor and special education administrator are the key individuals within the schools providing these services. The opinion of these individuals are important in assessing the competencies necessary in providing an effective vocational program for SNL. For this reason this needs assessment survey instrument was sent to these four individuals within each of the schools sampled.

It was realized that professionals offering educational services to special needs learners in vocational education conduct many tasks daily. To measure the importance of all these tasks would be an impossibility. Therefore, working with the data generated in the library computer search and input from the advisory committee only the competencies which are performed frequently were included in this survey instrument.

Survey Questionnaire

The survey questionnaire is composed of two parts (see Appendix A). Part I was created to generate demographic data about the respondents' educational and professional backgrounds and their needs regarding future professional development activities.

Part II of the questionnaire is a listing of 60 competencies broken into three sections: (1) program planning, (2) program operation and (3) program evaluation. Within these three sections are scattered 23 technical skills, 23 professional skills, and 14 coping skills. Two issues are addressed with respect to the total list of competencies--the issue of importance and the issue of proficiency.

The respondents were asked to rate the importance of the 60 competencies, using a five-point Likert-type scale. After rating each task, they were then asked to consider how capable they were at performing the tasks using a three-point scale.

The same form of questionnaire was sent to all four groups of respondents with only one exception. A sheet containing an inquiry as to the numbers of various diagnostic categories of special needs learners currently receiving vocational education/special education services, was attached to every survey sent to special educators (see Appendix B).

The questionnaires were coded by color and numbered for easy classification and as a way to insure that the correct individuals within each school were nominated to receive and respond to the questionnaire.

Formation of Advisory Committee

Working closely with Mr. Clifton Reed, Senior Supervisor of Research, State Department of Education, Division of Occupational Education, the project staff sought nominations for an advisory committee which would be called upon for input on a regular basis throughout the operation of the project. Great care was taken to insure representation from teaching, counseling, and administrative education personnel throughout the Commonwealth. Membership on the committee is on a voluntary basis. The advisory group consists of:

Mr. Gregory Little, Director
Special Services Office
West Street School
Granby

Ms. Katherine Best
Educational Consultant & Evaluation Specialist
Alpha-Unicorn

Mr. Robert Sykes
Director/Special Educator
Department of Special Education
Taconic High School
Pittsfield

Mr. John Iacobucci
Chairman, Electronics Department
Greater Lawrence Regional Vocational High School
Andover

Mr. Neil Elliott
Director of Curriculum Development
William McKinley Vocational School
Boston

A draft of the questionnaire designed for competency identification and data generation was mailed to each advisory committee member with a request for their input as to the form and content of the questionnaire. An advisory committee meeting was scheduled and each committee member shared comments about the form and content of the questionnaire.

Population Surveyed

A letter (see Appendix C) was mailed to every Superintendent/Director or Principal of schools within the Commonwealth which contained state funded vocational programs. The letter outlined the project and asked for recommendations of four staff members within the school who would be willing to respond to the survey. The four different individuals to be nominated were to come from the following groups:

- a vocational teacher who works with special needs learners in an instructional role
- a special educator who works with special needs learners enrolled in a vocational program
- an administrator who is responsible for the planning and operation of a special needs program
- a guidance person who works with special needs students enrolled in a vocational program.

The letter requested the names and home addresses for the individuals nominated. In total, 52 schools agreed to partake in the study with either the chief administrator, the director of special education, or the director of vocational education nominating the four individuals who would receive the survey by mail.

REVIEW OF FINDINGS/DISCUSSION OF ISSUES

Part I--Demographic Data

Sex and Present Employment Status. Of the 138 individuals who responded to the survey, 99 (72.8%) were males and 37 (27.2%) were females. One individual did not respond to this item. The only sub-group where the number of male respondents closely approximated the number of female respondents was with the special educator group. It was obvious that the greatest number of respondents to this survey were males which may have affected the type of responses received. See Appendix D, Table D.1 for a further breakdown by sex for respondents.

An overwhelming majority of respondents, 133 (99.2%) are employed fulltime. Only one (.8%) respondent indicated a parttime employment status. Four individuals did not respond to this item. The fact that almost all of the respondents are employed fulltime servicing learners provides them with the opportunity to experience the full gamet of problems and experiences crucial to developing effective educational programming for SNL in vocational education. See Appendix D, Table D.2 for a further breakdown of respondents.

Current Position. One item was incorporated into the questionnaire as a way to insure that the correct individuals were receiving the questionnaire--for example, that the vocational teacher respondents who were nominated to respond to the survey were in reality vocational teachers within the schools.

It appears from the responses that within each of the four sub-groups, the individuals who were nominated to respond to the questionnaire did in fact belong to the particular sub-group for which they were nominated. For example, when the "other" category was chosen by four nominated vocational teacher respondents, the positions listed were (1) two vocational resource teachers, (2) a vocational administrator, and (3) a vocational department head.

Teaching Environment. This particular item was designed to identify the environment where the population of teacher respondents are servicing learners. The responses received indicated that as expected the majority of vocational teachers are in fact servicing SNL in the shop/lab with a substantial number of these teachers servicing these learners in the classroom as well. Also, as might be expected, the responses from special educators indicated that 64% serviced SNL in a resource room setting. The data from this particular group also indicated that 25% of the special educators are servicing SNL within the regular classroom and 10.7% of special educators are performing their services for SNL within the shop/lab setting. In total, 35.7% of the special educator respondents are servicing SNL outside the resource room within the classroom/shop/lab setting.

The overwhelming majority of special education coordinators/supervisors and counselors did not respond to this item indicating that their roles were strictly administration or counseling in nature. See Appendix D, Table D.3 for further breakdown of teaching environments.

Previous Experience in Education. A complete breakdown of previous experience in education for each sub-group can be seen by referring to Table D.4 in the Appendix section.

It appears that vocational teachers and special educators are well-experienced in the teaching profession with both groups having a substantial percentage of their respondents with at least five years teaching experience. Both these groups, however, do not fair as well as in the administration and counseling experience category with the majority of their respondents having either no experience or less than five years experience in these two areas. It should be noted here that five (15.6%) vocational teachers indicated no previous teaching experience.

The counselors, as a group faired well within the teaching and counseling areas with 48% of their respondents indicating at least five years teaching experience and 67% with at least 5 years counseling experience. In the administrative area the counselor respondents were weak with 61% indicating having no administrative experience at all.

The special education coordinators/supervisors were very strong in the teaching area with 87% having at least five years experience. One third of this group indicated having no administrative or counseling experience at all.

Overall, as a group, these respondents seemed well prepared experientially in their respective areas of expertise.

Existence of Special Education Programs. One of the criteria for participating in this research study was that the schools involved be actively servicing SNL in vocational education. When the initial contact was made with the chief administrator of the schools, this criteria was explained and only the schools falling within this criteria were asked to partake in the study. Yet, when the responses were received, three individuals indicated that their schools did not offer special education services as defined by Chapter 766.

Either the perceptions of the chief administrators or the perceptions of the respondents seem to be inaccurate as to the existence of these programs. Perhaps some confusion exists as to the meaning of "the existence of special education programs as identified by Chapter 766."

Personnel Offerings Special Education Services to Learners Within School Environments. This item was designed to try to define the numbers and types of professionals within the schools now offering services to SNL. The numbers and types of these various personnel as defined by the respondents

are relatively consistent across the four sub-group of respondents with a few exceptions. The counselor responses to this questionnaire item seemed to deviate the greatest amount from the responses of the other three sub-groups.

From the data, it appears that voids in services occur in the personnel categories of psycho-motor therapist and vocational rehabilitation personnel. This finding is consistent across all four sub-groups of respondents. Many schools do not have these individuals on staff.

With respect to special education personnel, the majority of schools were defined as having at least one special educator on staff to service these special learners. It should be noted here that some vocational teacher, special educator, special education coordinator/supervisor respondents indicated their schools as having nine special educators. Either these schools are very well staffed or the perceptions of roles are inaccurate. The same question arises when considering counseling staff. Some vocational teachers, special educators, and special education coordinator/supervisor respondents indicated their schools as having nine counselors on staff.

The nursing staff working with SNL appears to be sparse within the schools surveyed. Thirty-one percent of vocational teachers, 43% of special educators, and 43% of special education coordinator/supervisors indicated that their respective schools did not house a nurse to service SNL.

One final note, a large percentage of all four sub-groups seemed to feel that superintendent/directors are not involved at all in providing services to SNL.

To reiterate an issue, some of the responses seem to raise some questions as to staffing needs within the schools or perhaps the data is indicative of some confusion as to the perceptions of roles of professionals within the schools.

Appendix D, Tables D.5, D.6, D.7 and D.8 outline the number and types of personnel offering services to SNL as defined by the four sub-groups of respondents.

Method of Instruction in Vocational Education Programs Offered to SNL. This item was designed to ascertain the degree to which the mainstreaming effort had permeated the schools and to define how many schools contained self-contained vocational education programs. The question "What method of instruction in vocational education programs are provided for SNL?" was posed.

The table on the following page indicates the responses by group for this item. As can be seen from the table, the incidence of mainstreaming SNL in regional vocational programs is quite high as defined by all four sub-groups. Ninety percent of the vocational teachers and special educators, 94% of the special education coordinator/supervisors and 88% of the counselors indicate the existence of mainstreamed SNL in vocational programs. A considerable number of vocational teachers throughout the Commonwealth are servicing these special learners within their regular classroom.

With respect to self-contained classrooms, the incidence figures for this type of program are not quite as high with 60% vocational teachers, 40% of special educators, 52% of special education counselors/supervisors and 42% of counselors indicating that their respective schools contained self-contained vocational programs.

Educational Experiences in Special Education. It appears that a substantial number of respondents within each of the four sub-groups have partaken in inservice workshops to prepare them to service SNL. As can be seen from Appendix D, Tables D.9, D.10, D.11 and D.12, 63% of the vocational teachers, of the special educators, 75% of the special education coordinators/supervisors and of the counselor respondents have experienced some form of inservice

Table 1

Methods of Instruction in Vocational Education for SNL
as Defined by All Groups of Respondents

	Yes				No			
	VT*	SE*	SE C/S*	C*	VT	SE	SE C/S	C
Method of Instruction								
Self-Contained	16(60.0)	13(50.6)	19(52.8)	15(41.7)	16(50.0)	19(59.4)	17(47.2)	21(58.3)
Mainstreamed	29(90.6)	29(90.6)	34(94.4)	32(88.4)	3(9.4)	3(9.4)	2(5.6)	4(11.1)
No Response			1					

*VT=Vocational Teacher
SE=Special Educator
SE C/S=Special Education Coordinators/Supervisors
C=Counselor

workshop training. A question arises as to why most if not all of the respondents had not experienced some form of inservice education to help them better service SNL within their classroom.

With respect to coursework, both inservice and preservice, a small percentage within each sub-group indicated their participation in this type of educational offering to prepare them to work with SNL. Within the special educator sub-group, only 17% had experienced some pre-service courses and 25% had experienced inservice coursework. Within the special education coordinator/supervisor group, 14% had experienced some pre-service courses and 17% had experienced inservice coursework.

For the types of degrees earned by the four sub-groups, similar data was generated. Not surprising is the fact that extremely small numbers of both vocational teachers and counselors have degrees in a special education area. What is surprising is the low incidence of special educators and special education coordinators/supervisors who possess either an undergraduate or a graduate degree in special education.

With the new certification requirements and the implications of these findings, the need for at least additional in-service workshops and perhaps in-service in-house special/vocational education courses, seems to be necessitated.

Participation in Advanced Degree Program. When asked if they would participate in an advanced degree program to acquire additional skills related to vocational education/special education, both vocational teachers and special educators indicated more of a willingness to participate. The table that follows indicates the responses by group for this item.

Table 2

Willingness of Respondents to Participate in an Advanced Degree Program in Vocational Education/Special Education

Response Category	Frequency of Response (Adjusted %)			
	VT	SE	SE C/S	C
Yes	14(45.1)	20(66.7)	12(34.3)	13(37.1)
Yes, but only if offered at regional level	11(35.5)	9(30.0)	9(25.7)	10(28.6)
No	6(19.4)	1(3.3)	14(40.0)	12(34.3)
No Response	1	2	2	1

As can be seen from the data, 80.6% of the vocational teachers and 96.7% of the special educators answered "yes" although about one third of the respondents within each of these sub-groups indicated that they would like the programs offered at the regional level. Sixty percent of the special education coordinators/ supervisors and 65.7% of the counselors answered "yes" to this item with about one quarter of the respondents within each of these subgroups indicating that they would like the programs offered at the regional level.

This data would support the notion of developing and offering in-service regional degree programs to develop skills in vocational education/ special education.

Areas of Further Skill Development. In order to define what direction professional development should assume, the final item in this survey questionnaire addressed the issue of interest areas for further skill development.

Table 3 indicates the interest areas for further skill development for all four sub-groups of respondents.

The data indicates that a small percentage of each sub-group is interested in additional training in special education to be able to implement special goals within their classroom. For the vocational teachers, the

Table 3

Interest Areas for Further Skill Development
for all Sub-groups of Respondents

Skill Areas	Frequency of Response (Percentage) Yes VT*	SE*	SE C/S*	C*	No VT	SE	SEC/S	C
Additional training in occupational education to implement occupational/career education goals	18(56.3)	15(46.9)	10(27.8)	16(44.0)	14(43.8)	17(53.1)		20(55.6)
Additional training in special education to be able to implement special education goals.	12(37.5)	9(28.1)	5(13.9)	15(41.7)	20(62.5)	23(71.9)		21(58.3)
Additional leadership training in occupational/special education	8(25.0)	22(68.8)	28(77.8)	16(44.4)	24(75.0)	10(31.3)		20(55.6)

*VT= Vocational Teachers
*SE= Special Educators
*SE C/S= Special Education Coordinator/Supervisors
*C= Counselors

greatest number of responses occurred under the first category -- additional training in vocational/career goals. With the special educators and special education coordinator/supervisors, the greatest number of responses occurred under the third category -- additional leadership training in occupational/special education. The responses from the counselors were fairly evenly split between all three interest areas for further skill development.

In conclusion, we have a sizeable group of individuals who are servicing SNL within the mainstream, have a relatively weak educational background in special education, and yet do not indicate an overwhelming desire for further skill development in the area of special education.

Special Needs Learners in Vocational Programs. An additional item was included in the questionnaire sent to the special educator respondents. They were asked to define the various sub-diagnostic categories of SNL enrolled in vocational programs. As can be seen in Table 4, the special educators indicated that the largest number of learners were those with learning disabilities, mental retardation and emotional disturbances. One special educator reported 54 students as being two grades behind in reading and one respondent reported his/her learners as falling within the 502.1, 502.2, and 502.3 prototypes. Table 4 defines the breakdown of special needs learners being serviced in vocational education as defined by special educators.

Table 4

Numbers of Special Education Learners Serviced in Vocational Programs as Defined by Special Educators

Learner Category	Frequency	Number of Respondent Schools
Mentally Retarded	366	15
Learning Disabilities	1284	17
Reported as Mentally Retarded and Learning Dis.	416	1
Emotionally Disturbed	213	13
Orthopedically Impaired	23	5
Visually Impaired	38	8
Blind	1	1
Speech Impaired	437	12
Hearing Impaired	27	2
Multi-handicapped	48	5
Disadvantaged	247	6
Bilingual	277	7
Other:		
Learners--2 grades behind in reading	54	1
Reported as: 502.1	30	1
502.2	233	1
502.3	60	1
No Response		9
Total	3,754	

Part II--Competency Data

Introduction. Part II of the questionnaire addresses the issues of competencies necessary for the overall effectiveness of a vocational education/special education program as well as examining the self-defined proficiency levels of professionals serving special needs learners in vocational education.

The second component of this project is to develop a curriculum handbook for classroom use by vocational educators who service SNL. To define the content of this handbook, only two dimensions were examined in depth: the dimension of competencies defined as "absolutely necessary" and the proficiency category of "not competent." For this reason only these two dimensions will be addressed and discussed in this narrative section. However, appendices E and F reflect the ranks, frequencies and percentages of responses for both the necessary and proficiency dimensions by competency for all groups.

Once again, the question of professional, technical and coping skills arises. This competency data will be examined using these three skill areas as a basis. To reiterate:

1. Technical competencies are those associated with the technical skills of teaching, such as curriculum development, management of learning environments interacting with learners, developing instructional resources, occupational/teaching/learning strategies and the management of the classroom,
2. Professional competencies are those associated with understanding the special education needs, types of handicaps, laws associated with special education, core evaluations, requirement for working with special education learners in vocational environments and the

physical needs for working with special education students in vocational environments,

3. Coping skills are those that can be defined as the collection of skills associated with the ability of work with SNL with a sense of empathy and understanding; those self-concept development procedures which help a teacher gain professional strength and provide them with training in assisting learners to develop self-concept and survival skills.

Responses of Vocational Teachers.

Absolutely Necessary Category. Table 5 summarizes the ranks, frequencies, and percentages for competencies identified as "absolutely necessary" by at least 66.6% of vocational education teachers. Nineteen competencies were defined within this category by at least two-thirds of the respondents. Among the 19 competencies, seven are coping skills and the three which share a rank of one, deal with the process of strengthening the self-image and survival skills of the SNL. Eight other competencies dealing with the process of individualization of instruction to meet the special needs of these learners fall within the technical skill area.

Proficiency Category. Table 6 reflects the ranks, frequencies, and percentages of competencies for which at least 25% of the respondents felt that they were "not competent" at performing. This table contains 12 competencies in total and is comprised of 10 professional and technical skills.

TABLE 5

RANK, FREQUENCIES, AND PERCENTAGES OF RESPONSES FOR COMPETENCIES IDENTIFIED AS "ABSOLUTELY NECESSARY" BY AT LEAST 66.6% OF VOCATIONAL EDUCATION TEACHERS

	Competency	Ranking	Frequency	Percentage
36.	Help SNL develop a positive attitude toward themselves.	1	24	82.8
39.	Work with SNL in establishing a realistic outlook of the world of work and their place as part of that world	1	24	82.8
43.	Help to develop a sense of responsibility.	1	24	82.8
52.	Display patience when working with the slow learner.	4	23	82.1
55.	Express caring behaviors when working with SNLs.	5	22	78.6
53.	Maintain discipline of other students while concentrating on working with SNLs.	6	22	78.5
49.	Set realistic learning objectives for the SNL.	7	21	75.0
47.	Instruct the slow learner while at the same time maintaining instructional services to other students within the classroom who are progressing at a faster rate.	8	20	71.4
48.	Deliver instruction which accommodates the different functioning levels of SNLs.	8	20	71.4
50.	Teach other students in class to be supportive of the SNL.	8	20	71.4
54.	Motivate the SNL.	8	20	71.4
32.	Provide effective reinforcement for learning geared to meet the special needs of disadvantaged and handicapped students (DHS).	12	20	69.0
51.	Cope with the frustration of working with slow learners (monotony, lack of motivation, repetition).	13	19	67.9
21.	Know of the resources available to professionals working with SNL so that they might take advantage of these resources to improve their services to SNL.	14	20	66.7
26.	Use job applications and interview procedures in preparing the SNL for entry into the world of work.	14	20	66.7
27.	Use different instructional tecniques that individualize instruction, small group instruction or programmed instruction which can be designed to meet the specific needs of SNL.	14	20	66.7
29.	Create opportunities for SNL to experience success.	14	20	66.7
33.	Utilize short-term objectives to help build confidence of SNL.	14	20	66.7
60.	Maintain a system for monitoring and recording the progress and achievement of SNL on a regular basis	14	20	66.7

TABLE 6

RANK, FREQUENCIES, AND PERCENTAGES OF RESPONSES FOR COMPETENCIES FOR WHICH AT LEAST 25% OF VOCATIONAL EDUCATORS FELT THEY WERE "NOT COMPETENT"

	Competency	Ranking	Frequency	Percentage
22.	Prepare a line item budget for a total Special Education program.	1	13	43.3
23.	Use a variety of community and government agencies in the delivery of supportive services, educational instruction, and placement opportunity in a special education program.	1	13	43.3
58.	Assess psycho-motor/perceptual performance of DHS.	3	11	37.9
6.	Use diagnostic assessment results for planning individualized instruction for SNL.	4	10	33.3
17.	Identify and define from testing results and work samples, occupational interests and aptitudes of SNL.	5	9	30.0
18.	Identify basic aptitudes and competencies required for employment in various occupations (e.g., finger dexterity) and match these aptitudes and competencies with various capabilities of DHS.	5	9	30.0
63.	Conduct a comprehensive evaluation of a special education program.	5	9	30.0
19.	Be familiar with legislation relating to SNL (e.g., basic principles of 94-142, 94-482).	8	8	26.7
21.	Know of the resources available to professionals working with SNL so that they might take advantage of these resources to improve their services to SNL.	8	8	26.7
34.	Provide a career counseling for DHS.	8	8	26.7
35.	Provide personal counseling which meets the very special needs of DHS.	8	8	26.7
4.	Use screening assessment and referral techniques in the evaluation of special needs learners (SNL).	12	8	25.8

Sharing the rank of one at 43.3% are two competencies: (1) preparing a line item budget for a total special needs education program and (2) the ability to use community and government agencies in providing education, supportive, and placement services to SNL. Four other competencies deal with the counseling process, both personal and career counseling for SNL.

Responses of Special Educators

Absolutely Necessary Category. Table 7 reflects the ranks, frequencies, and percentages for competencies identified as "absolutely necessary" by at least 66.6% of special educators. Fourteen competencies which are split fairly equally between coping, technical, and professional skills areas, were defined within this category by at least two-thirds of the respondents. Four of the competencies including that which was ranked number one, deal with the process of individualization of instruction to meet the special needs of these learners. The two competencies which share the rank of two deal with preparation of a line-item budget for a total special education program and the ability to use community and government agencies in providing educational supportive and placement services to the SNL.

Proficiency Category. Table 8 reflect the ranks, frequencies, and percentages of responses for competencies for which at least 25% of special educators felt that they were "not competent" at performing. This table contains eight competencies, six professional and two technical. Once again, the ability to prepare a line-item budget for a total special education program appears with a rank of three and the ability to use community and government agencies in providing educational supportive and placement services to SNL appears with a rank of seven. The competency ranked number one and number two deal with an understanding of employment trends and the ability to identify possible employment opportunities appropriate for various SNL.

TABLE 7

RANK, FREQUENCIES, AND PERCENTAGES OF RESPONSES FOR COMPETENCIES IDENTIFIED AS "ABSOLUTELY NECESSARY" BY AT LEAST 66.6% OF SPECIAL EDUCATORS TEACHERS

Competency	Ranking	Frequency	Percentage
27. Use different instructional techniques that individualized instruction, small group instruction or programmed instruction which can be designed to meet the specific needs of SNLs.	1	27	84.4
22. Prepare a line item budget for a total Special Education program.	2	26	81.3
23. Use a variety of community and government agencies in the delivery of supportive services, educational instruction, and placement opportunity in a special education program.	2	26	81.3
5. Work with other educators, parents and professionals as a team member to evaluate the needs of disadvantaged and handicapped students (DHS) and plan an individualized educational program (IEP).	4	25	78.1
37. Establish a knowledge of the needs attitudes and behaviors of SNL on the part of students.	4	25	78.1
38. Help SNL develop a positive attitude toward themselves.	4	25	78.1
42. Assist DHS in recognizing the relevance of vocational education in their lives to their future occupation.	4	25	78.1
53. Maintain discipline of other students while concentrating on working with SNLs.	4	25	78.1
55. Express caring behaviors when working with SNLs.	4	25	78.1
52. Display patience when working with the slow learner.	10	24	77.4
47. Instruct the slow learner while at the same time maintaining instructional services to other students within the classroom who are progressing at a faster rate.	11	23	71.9
48. Deliver instruction which accommodates the different functioning levels of the SNLs.	11	23	71.9
49. Set realistic learning objectives for the SNL.	11	23	71.9
15. Analyze local/regional job market and employment trends to identify possible employment opportunities appropriate for various populations of SNL.	15	22	68.8

TABLE 8

RANK, FREQUENCIES, AND PERCENTAGES OF RESPONSES FOR COMPETENCIES FOR WHICH AT LEAST 25% OF SPECIAL EDUCATORS FELT THAT THEY WERE "NOT COMPETENT"

	Competencies	Ranking	Frequency	Percentage
15.	Analyze local/regional job market and employment trends to identify possible employment opportunities appropriate for various populations of SNL.	1	15	48.4
10.	Coordinate off-campus work instruction for DHS (cooperative work experiences).	2	13	41.9
22.	Prepare a line item budget for a total Special Education Program.	3	12	38.7
12.	Integrate OSHA safety and health regulations into training programs for SNL.	4	10	31.3
34.	Provide career counseling for DHS.	5	8	26.7
61.	Obtain follow-up information on SNL who have graduated from school programs.	5	8	26.7
23.	Use a variety of community and government agencies in the delivery of supportive services, educational instruction, and placement opportunity in a special education program.	7	8	25.8
62.	Use follow-up information on graduate students as tool to evaluate effectiveness of educational programming.	8	8	25.0

Responses of Special Education Coordinators/Supervisors

Absolutely Necessary Category. Table 9 summarizes the ranks, frequencies, and percentages for competencies identified as "absolutely necessary" by at least 66.6% of vocational education teachers. Eight competencies, three coping, three professional, and two technical, were defined within this category by at least two-thirds of the respondents. Ranked as number one is the need to be familiar with state guidelines and regulations related to SNL. Ranked as number two competencies six and eight are those associated with strengthening the self-image and survival skills of the SNL.

Proficiency Category. When considering the proficiency category, a cut-off point of 25% was used. This means that at least 25% of the respondents felt that they were "not competent" performing specific tasks.

There is no table for the proficiency category for the special education coordinators/supervisors because less than the cut-off of 25% of respondents occurred. In fact, the highest percentage which occurred was 22.9% for competency #12 where 8 (22.9%) of the respondents indicated that they were "not competent."

Responses of Counselors

Absolutely Necessary Category. Table 10 reflects the ranks, frequencies, and percentages for competencies identified as "absolutely necessary" by at least 66.6% of counselors. Fourteen competencies, seven coping, four technical, and three professional, were defined within this category by at least two-thirds of the respondents. Five of the competencies deal with strengthening the self-image and survival skills of SNL. Four other competencies, including the

competency ranked number one deals with the entire IEP process and assessing, monitoring, recording the progress and achievement of the SNL.

Proficiency Category. Table 11 reflects the ranks, frequencies, and percentages of responses for competencies for which at least 25% of the counselors felt that they were "not competent" at performing. Of the eight competencies identified six fell within the technical skill area, and two fell within the professional skill area. The competency ranked number one deals with the ability to prepare a line item budget for a total special needs program. The second and third ranked competencies deal with meeting the special education needs of these learners. A concern for the ability to integrate OSHA safety and health regulations into training programs for the SNL is ranked number four.

TABLE 9

RANK, FREQUENCIES, AND PERCENTAGES OF RESPONSES FOR COMPETENCIES

IDENTIFIED AS "ABSOLUTELY NECESSARY" BY AT LEAST 66.6% OF COORDINATORS/SUPERVISORS RESPONDENTS

	Competency	Ranking	Frequency	Percentage
20.	Be familiar with State guidelines and regulations related to SNL (e.g., Chapter 766, roles of team members, core prodecures.)	1	26	78.8
38.	Help SNL develop a positive attitude toward themselves.	2	25	75.8
47.	Instruct the slow learner while at the same time maintaining instructional services to other students within the classroom who are progressing at a faster rate.	3	23	71.9
25.	Communicate effectively with SNL and their parents about an IEP	4	22	71.0
29.	Create opportunities for SNL to experience success.	5	23	69.7
39.	Work with SNL in establishing a realistic outlook of the world of work and their place as part of that world.	5	23	69.7
5.	Work with other educators, parents and professionals as a team member to evaluate the needs of disadvantaged and handicapped students (DHS) and plan an individualized educational program.	7	22	66.7
43.	Help SNL to develop a sense of responsibility.	7	22	66.7

Table 10

RANK, FREQUENCIES, AND PERCENTAGES OF RESPONSES FOR COMPETENCIES IDENTIFIED AS "ABSOLUTELY NECESSARY BY AT LEAST 66.6% OF COUNSELOR RESPONDENTS

	Competency	Ranking	Frequency	Percentage
25.	Communicate effectively with SNL and their parents about an IEP.	1	28	80.0
56.	Assess cognitive achievement of DHS.	2	25	78.1
60.	Maintain a system for monitoring and recording the progress and achievement of SNL on a regular basis.	3	24	77.4
38.	Help SNL develop a positive attitude toward themselves.	4	27	77.1
39.	Work with SNL in establishing a realistic outlook of the world of work and their place as part of that world.	4	27	77.1
54.	Motivate the SNL.	6	24	75.0
24.	Cooperate with other academic area instructors to provide educational services which are most responsive to the needs of SNL.	7	26	74.3
55.	Express caring behaviors when working with SNLs.	8	25	73.5
5.	Work with other educators, parents and professionals as a team member to evaluate the needs of disadvantaged and handicapped students (DHS) and plan an individualized educational program (IEP).	9	25	71.4
49.	Set realistic learning objectives for the SNL.	10	22	71.0
52.	Display patience when working with the slow learner.	11	22	68.8
44.	Assist DHS in developing, accepting and viewing their strengths and limitation realistically.	12	21	67.7
45.	Help all students form positive relationships with other students.	13	23	67.6
43.	Help to develop a sense of responsibility.	14	22	66.7

TABLE 11

RANK, FREQUENCIES, AND PERCENTAGES OF RESPONSES FOR COMPETENCIES FOR WHICH AT LEAST 25% OF THE COUNSELORS FELT THEY WERE "NOT COMPETENT"

Competency	Ranking	Frequency	Percentage
22. Prepare a line item budget for a total Special Education Program.	1	23	71.9
13. Identify appropriate audio-visual materials, equipment and other teaching aids which can be used in presenting educational materials to SNL.	2	13	39.4
31. Conduct team teaching as part of the defined educational program for SNL.	3	11	36.7
12. Integrate OSHA safety and health regulations into training programs for SNL.	4	11	35.5
9. Work with other educators, parents and professionals as a team member to evaluate the needs of disadvantaged and handicapped students (DHS) and plan an individualized Educational program (IEP).	5	10	32.3
58. Assess psycho-motor/perceptual performance of DHS.	5	10	32.3
59. Establish and use program advisory committees as input to improve and enhance effectiveness of special needs program.	7	9	29.0
10. Coordinate off-campus work instruction for DHS (cooperative work experiences).	8	8	25.8

Discussion of Competency Data

When considering the pattern of responses to the competencies presented to the four sub-groups of respondents, it is evident that the coping and technical skill areas weigh heaviest with respect to the "absolutely necessary" dimension. It is to these areas of skills that the second component of this project, that of handbook development, will address itself.

The data generated with respect to the proficiency dimension raises some questions. The numbers of respondents with self-defined low levels of proficiency for any of the competencies is very small with only a few exceptions. Apparently, the respondents feel that they are quite capable of servicing SNL in vocational education or they are unwilling to accurately identify their levels of proficiency. Or perhaps, the wording within the survey when dealing with the proficiency question should have been different. When listing the response options:

1. Competent
2. Moderately Competent
3. Not Competent

perhaps the "not competent" option should have read "needs additional skill training."

APPENDIX A

QUESTIONNAIRE

APPENDIX A

Code _____

MASSACHUSETTS STATE DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION
and
UNIVERSITY OF MASSACHUSETTS, AMHERST, MA

Part I

Please answer the following questions by checking (✓) the appropriate space.

4 1. Sex: ____ Female ____ Male

5 2. Present Employment Status: ____ Fulltime ____ Parttime

6 7 3. Current Position (check one):

____ Vocational Education Teacher
____ Special Education Teacher
____ Special Education Supervisor/Coordinator
____ Vocational Rehabilitation Personnel
____ Superintendent/Director
____ Vocational Counselor
____ Counselor
____ Other, Specify _____

8 4. Teaching? Where? (check one):

____ Shop/Lab
____ Classroom
____ Physical Education Facility
____ Resource Room

5. Previous Experience in Education

9 Teaching:

____ None
____ Less than 1 year
____ 1 - 5 years
____ 5 - 10 years
____ over 10 years

10 Administrative:

____ None
____ Less than 1 year
____ 1 - 5 years
____ 5 - 10 years
____ over 10 years

11 Counseling

____ None
____ Less than 1 year
____ 1 - 5 years
____ 5 - 10 years
____ over 10 years

12 6. Do you have special education programs as identified by Chapter 766 (students with individualized educational programs written for them) offered at your school?

____ Yes
____ No

7. In your school how many personnel, other than yourself and classroom instructors are engaged in offering services to special education students at your school (insert number before category):

13 ___ Special Education Teacher
14 ___ Special Education Supervisor/Coordinator
15 ___ Vocational Rehabilitation Personnel
16 ___ Vocational Counselor
17 ___ Counselor
18 ___ Superintendent/Director
19 ___ Psycho-motor Therapist
20 ___ Nurse
21 22 ___ Other, Specify ___ _____

8. What method of instruction in vocational education programs are provided for special needs learners?

23 24 ___ Special Vocational Programs (Self-contained)
___ Included in the mainstream of vocational program (regular class)
___ Other, Specify _____

9. What educational offerings have you completed to prepare you to work with special needs learners (SNL)?

25 ___ None
26 ___ In-service/Workshops
27 28 29 ___ Pre-service Courses, # of credits ___
30 31 32 ___ In-service Courses, # of credits ___
33 ___ Graduate Degree in Special Education Area
34 ___ Undergrad Degree in Special Education Area
35 ___ Both undergraduate and graduate degree in special education area
36 37 ___ Other, Specify _____

10. Would you participate in an advanced degree program to acquire additional skills related to vocational education/special education?

38 ___ Yes
___ Yes, but only if program is offered at regional level
___ No

11. In what areas would you be interested in further developing your skills?

39 ___ Additional training in occupational education to be able to implement occupational/career education goals
___ Additional training in special education to be able to implement special education goals
___ Additional leadership training in occupational/special education

1
80

PART II Code _____

The following is a series of tasks which you are likely to perform in your work with special needs learners who are enrolled in a vocational program.

Please read the task and decide how important the task is and your level of proficiency in performing the task. Then circle one number for each of the two questions for each task. There is no right or wrong answers -- what matters is your own personal opinions.

		Tasks	Importance: How necessary is this task to the overall effectiveness of your special education program? Not necessary (Never)	Slightly necessary (In a few instances)	Somewhat Necessary (More often than not)	Necessary (Most of the time)	Absolutely Necessary (At all times)	Proficiency: How competent do you feel performing these tasks? Not Competent	Moderately Competent	Competent
		PROGRAM PLANNING								
___ 4	___ 4	Use screening assessment and referral techniques in the evaluation of special needs learners (SNL).	1	2	3	4	5	1	2	3
___ 5	___ 5	Work with other educators, parents and professionals as a team member to evaluate the needs of disadvantaged and handicapped students (DHS) and plan an individualized educational program (IEP).	1	2	3	4	5	1	2	3
___ 6	___ 6	Use diagnostic assessment results for planning individualized instruction for SNL.	1	2	3	4	5	1	2	3
___ 7	___ 7	Develop individualized student performance objectives for SNL.	1	2	3	4	5	1	2	3
___ 8	___ 8	Modify when necessary tools, equipment, and facilities in the learning environment to meet the needs of SNL.	1	2	3	4	5	1	2	3
___ 9	___ 9	Modify instructional materials appropriate for different DHS.	1	2	3	4	5	1	2	3
___ 10	___ 10	Coordinate off-campus work instruction for DHS (cooperative work experiences).	1	2	3	4	5	1	2	3
___ 11	___ 11	Establish performance objectives for SNL in relation to specific tasks within occupations.	1	2	3	4	5	1	2	3
___ 12	___ 12	Integrate OSHA safety and health regulations into training programs for SNL.	1	2	3	4	5	1	2	3
___ 13	___ 13	Identify appropriate audio-visual materials, equipment and other teaching aids which can be used in presenting educational materials to SNL.	1	2	3	4	5	1	2	3
___ 14	___ 14	Develop rationale and goals for an educational program geared to meet the needs of DHS.	1	2	3	4	5	1	2	3
___ 15	___ 15	Analyze local/regional job market and employment trends to identify possible employment opportunities appropriate for various populations of SNL.	1	2	3	4	5	1	2	3

		Importance: How necessary is this task to the overall effectiveness of your special education program?					Proficiency: How competent do you feel performing these tasks?		
		Not necessary (Never)	Slightly necessary (In a few instances)	Somewhat Necessary (More often than not)	Necessary (Most of the time)	Absolutely Necessary (At all times)	Not Competent	Moderately Competent	Competent
16 16	Identify occupations which the DHS might realistically consider in formation of career goals.	1	2	3	4	5	1	2	3
17 17	Identify & define from testing results and work samples, occupational interests and aptitudes of SNL.	1	2	3	4	5	1	2	3
18 18	Identify basic aptitudes and competencies required for employment in various occupations (e.g., finger dexterity) and match these aptitudes and competencies with various capabilities of DHS.	1	2	3	4	5	1	2	3
19 19	Be familiar with legislation relating to SNL (e.g., basic principles of 94-142, 94-482).	1	2	3	4	5	1	2	3
20 20	Be familiar with State guidelines and regulations related to SNL (e.g., Chapter 766, roles of team members, core procedures).	1	2	3	4	5	1	2	3
21 21	Know of the resources available to professionals working with SNL so that they might take advantage of these resources to improve their services to SNL.	1	2	3	4	5	1	2	3
22 22	Prepare a line item budget for a total Special Education program.	1	2	3	4	5	1	2	3
23 23	Use a variety of community and government agencies in the delivery of supportive services, educational instruction, and placement opportunity in a special education program.	1	2	3	4	5	1	2	3
	PROGRAM OPERATION								
24 24	Cooperate with other academic area instructors to provide educational services which are most responsive to the needs of SNL.	1	2	3	4	5	1	2	3
25 25	Communicate effectively with SNL and their parents about an IEP.	1	2	3	4	5	1	2	3
26 26	Use job applications and interview procedures in preparing SNL for entry into the world of work.	1	2	3	4	5	1	2	3

		Task	Importance: How necessary is this task to the overall effectiveness of your special education program? Not necessary (Never)	Slightly necessary (In a few instances)	Somewhat Necessary (More often than not)	Necessary (Most of the time)	Absolutely Necessary (At all times)	Proficiency: How competent do you feel performing these tasks? Not Competent	Moderately Competent	Competent
27	27	Use different instructional techniques that individualize instruction, small group instruction or programmed instruction which can be designed to meet the specific needs of SNL.	1	2	3	4	5	1	2	3
28	28	Respond to medical situations which might arise in the classroom -- provide for the first aid and safety needs of DHS.	1	2	3	4	5	1	2	3
29	29	Create opportunities for SNL to experience success.	1	2	3	4	5	1	2	3
30	30	Use behaviormodification techniques in dealing with aberrant behavior of SNL in the classroom.	1	2	3	4	5	1	2	3
31	31	Conduct team teaching as part of the defined educational program for SNL.	1	2	3	4	5	1	2	3
32	32	Provide effective reinforcement for learning geared to meet the special needs of DHS.	1	2	3	4	5	1	2	3
33	33	Utilize short-term objectives to help build confidence of SNL.	1	2	3	4	5	1	2	3
34	34	Provide career counseling for DHS.	1	2	3	4	5	1	2	3
35	35	Provide personal counseling which meets the very special needs of DHS.	1	2	3	4	5	1	2	3
36	36	Establish a knowledge of the needs, attitudes and behaviors of SNL on the part of educational staff members.	1	2	3	4	5	1	2	3
37	37	Establish a knowledge of the needs attitudes and behaviors of SNL on the part of students.	1	2	3	4	5	1	2	3
38	38	Help SNL develop a positive attitude toward themselves	1	2	3	4	5	1	2	3
39	39	Work with SNL in establishing a realistic outlook of the world of work and their place as part of that world.	1	2	3	4	5	1	2	3
40	40	Guide SNL in considering a variety of educational programs which could meet their particular needs.	1	2	3	4	5	1	2	3
41	41	Teach students about the impact of society and our culture upon the SNL.	1	2	3	4	5	1	2	3

		Tasks	Importance: How necessary is this task to the overall effectiveness of your special education program? Not necessary (Never)	Slightly necessary (In a few instances)	Somewhat Necessary (More often than not)	Necessary (Most of the time)	Absolutely Necessary (At all times)	Proficiency: How competent do you feel performing these tasks? Not Competent	Moderately Competent	Competent
42	42	Assist DHS in recognizing the relevance of vocational education in their lives to their future occupation.	1	2	3	4	5	1	2	3
43	43	Help to develop a sense of responsibility.	1	2	3	4	5	1	2	3
44	44	Assit DHS in developing, accepting and viewing their strengths and limitations realistically.	1	2	3	4	5	1	2	3
45	45	Assist DHS in developing an awareness of the economics of daily life.	1	2	3	4	5	1	2	3
46	46	Help all students form positive relationships with other students.	1	2	3	4	5	1	2	3
47	47	Instruct the slow learner while at the same time maintaining instructional services to other students within the classroom who are progressing at a faster rate.	1	2	3	4	5	1	2	3
48	48	Deliver instruction which accommodates the different functioning levels of SNLs.	1	2	3	4	5	1	2	3
49	49	Set realistic learning objectives for the SNL.	1	2	3	4	5	1	2	3
50	50	Teach other students in class to be supportive of the SNL.	1	2	3	4	5	1	2	3
51	51	Cope with the frustration of working with slow learners (monotony, lack of motivation, repetition).	1	2	3	4	5	1	2	3
52	52	Display patience when working with the slow learner.	1	2	3	4	5	1	2	3
53	53	Maintain discipline of other students while concentrating on working with SNLs.	1	2	3	4	5	1	2	3
54	54	Motivate the SNL.	1	2	3	4	5	1	2	3
55	55	Express caring behaviors when working with SNLs.	1	2	3	4	5	1	2	3

Tasks	Importance: How necessary is this task to the overall effectiveness of your special education program? Not necessary (Never)	Slightly necessary (In a few instances)	Somewhat Necessary (More often than not)	Necessary (Most of the time)	Absolutely Necessary (At all times)	Proficiency: How competent do you feel performing these tasks? Not Competent	Moderately Competent	Competent
PROGRAM EVALUATION								
Assess cognitive achievement of DHS.	1	2	3	4	5	1	2	3
Assess affective reactions of DHS.	1	2	3	4	5	1	2	3
Assess psycho-motor/perceptual performance of DHS.	1	2	3	4	5	1	2	3
Establish and use program advisory committee as input to improve and enhance effectiveness of special needs program.	1	2	3	4	5	1	2	3
Maintain a system for monitoring and recording the progress and achievement of SNL on a regular basis.	1	2	3	4	5	1	2	3
Obtain follow-up information on SNL who have graduated from school programs.	1	2	3	4	5	1	2	3
Use follow-up information on graduate students as tool to evaluate effectiveness of educational programming.	1	2	3	4	5	1	2	3
Conduct a comprehensive evaluation of a special education program.	1	2	3	4	5	1	2	3

APPENDIX B

DEFINITION OF VARIOUS DIAGNOSTIC CATEGORIES OF SNL IN VOCATIONAL EDUCATION

APPENDIX B
DEFINITION OF VARIOUS DIAGNOSTIC CATEGORIES OF SNL IN VOCATIONAL EDUCATION

How many special needs learners in vocational education who have an Individualized Education Program (IEP) written for them are enrolled in your school? (Insert number before category).

_____ Disadvantaged (Economically, academically, and socio-economically)

_____ Bilingual

_____ Mentally Retarded

_____ Learning Disabled

_____ Emotionally Disturbed

_____ Orthopedically Impaired

_____ Visually Impaired

_____ Speech Impaired

_____ Multi-handicapped

_____ Other Health Impairment, Specify _____

APPENDIX C

LETTER SENT WITH QUESTIONNAIRE

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01003

SCHOOL OF EDUCATION

Dear

The University of Massachusetts, Center for Occupational Education in conjunction with the State Department of Education, Division of Occupational Education is conducting a two-year research project in the area of special education/vocational education.

The project will identify competencies needed by teachers, administrators, and support personnel working with special needs learners in vocational education; develop a handbook for use by classroom teachers working with this group of students in vocational education; and will disseminate this handbook through a series of statewide workshops.

We are currently involved in the initial stage of the project--the competency identification phase and we will be questioning staff members of secondary schools who receive reimbursements for occupational education programs. Your school has been chosen to partake in this statewide research project. We are requesting that you submit to us the names and home addresses of four of your staff members who will be asked to complete a questionnaire and return it to us.

The questionnaire which will take approximately 20 minutes to complete represents the total commitment with respect to time and involvement on the part of your staff.

We are requesting that you nominate one person in each of the following categories:

1. vocational educator who works with special needs learners in an instructional role
2. a special educator who works with special needs learners enrolled in a vocational program
3. an administrator who is responsible for the planning and operation of a special needs program
4. a guidance person who works with special needs students enrolled in a vocational program

We seek your cooperation and that of your staff in this research effort. A representative of our staff will contact you within a week for your recommendations.

Thanking you in advance for your cooperation.

Sincerely,

Kathleen Winkler
Lecturer
Center for Occupational Education

Kenneth Ertel
Director
Center for Occupational Education

KWKE/lp

APPENDIX D

DEMOGRAPHIC DATA TABLES

TABLE D.1

NUMBERS AND ADJUSTED PERCENTAGES OF RESPONDENTS FOR EACH GROUP CATEGORIZED BY SEX

Sub-group	Female	Male	Blank
Vocational Teachers	6 (18.7)	26 (81.3)	0
Special Educators	15 (46.9)	17 (53.1)	0
Special Education Coordinator/ Supervisors	6 (16.7)	30 (83.3)	1
Counselors	10 (27.8)	26 (72.2)	0

TABLE D.2

NUMBERS AND ADJUSTED PERCENTAGE OF RESPONDENTS FOR EACH GROUP BY EMPLOYMENT STATUS

	Fulltime	Parttime	Blank
Vocational Teacher	30 (96.8)	1 (3.2)	1
Special Educator	31 (100.0)	0	1
Special Education Coordinator/ Supervisors	36 (100.0)	0	1
Counselor	36 (100.0)	0	1

TABLE D.3

NUMBERS AND ADJUSTED PERCENTAGES OF RESPONDENTS
FOR EACH GROUP BY TEACHING ENVIRONMENTS

	Shop/lab	Classroom	Resource Room	No Response
Vocational Teacher	20 (66.7)	8 (26.7)	2 (6.5)	2
Special Educator	3 (10.7)	7 (25.0)	18 (64.3)	4
Special Education Coordinator/Supervisor	0	2 (66.7)	1 (33.3)	34
Counselor	0	1 (33.3)	2 (66.7)	33

TABLE D.4

NUMBERS AND ADJUSTED PERCENTAGE OF RESPONDENTS FOR EACH GROUP
BY PREVIOUS EXPERIENCE IN EDUCATION AND BY NUMBER OF YEARS EXPERIENCE

	TEACHING EXPERIENCE				ADMINISTRATIVE EXPERIENCE				COUNSELING EXPERIENCE			
	VT*	SE*	SE C/S*	C*	VT*	SE*	SE C/S*	C	VT*	SE*	SE C/S*	C*
None	5 15.6%	0	1 2.9%	4 11.1%	20 64.5%	17 56.7%	11 33.3%	19 61.3%	25 78.1%	23 79.3%	11 33.3%	1 2.8%
Less than 1 year	0	0	0	3 8.3%	2 6.5%	4 13.3%	1 3.0 %	1 3.2 %	1 3.1%	1 3.4%	1 3.0%	2 5.6%
1-5 years	7 21.9%	17 53.1%	3 8.6%	19 52.8%	6 19.4%	8 26.7%	7 21.2%	9 29.0%	4 12.5%	5 17.2%	7 21.2%	9 25.0%
5-10 years	7 21.9%	7 21.9%	7 21.9%	5 13.9%	1 3.2%	0	7 21.2%	0	0	0	7 21.2%	12 33.3%
Over 10 Years	13 40.6%	8 25.0%	24 68.6%	5 13.9%	2 6.5%	1 3.3%	7 21.2%	2 6.5%	2 6.3%	0	7 21.2%	12 33.3%
No Response			2			2	4	5		3	4	

*VT=Vocational Teacher
*SE=Special Educator
*SE C/S= Special Education Coordinator/Supervisor
*C=Counselors
**Frequencies
Percentages

TABLE D.5

NUMBERS & ADJUSTED PERCENTAGE OF PERSONNEL OFFERING SERVICES TO SNL AS DEFINED BY VOCATIONAL TEACHERS

Personnel Category	Frequency (Adjusted Percentage)										
	0	1	2	3	4	5	6	7	8	9	Total
Special Education Teacher	3(10.3)	7(24.1)	3(10.3)	4(13.8)	4(13.8)	1(3.4)	3(10.3)	0	2(6.9)	2(6.9)	29
Special Education Supv/Coordinator	10(34.5)	16(55.2)	3(10.3)	0	0	0	0	0	0	0	29
Vocational Rehab. Personnel	25(86.2)	3(10.3)	0	0	0	0	0	0	0	1(3.4)	29
Vocational Counselor	13(44.8)	8(27.6)	4(13.8)	1(3.4)	2(6.9)	0	0	0	1(3.4)	0	29
Counselor	12(41.4)	10(34.5)	3(10.3)	1(3.4)	1(3.4)	0	0	0	1(3.4)	1(3.4)	29
Superintendent Director	12(41.4)	17(58.6)	0	0	0	0	0	0	0	0	29
Psycho-motor Therapist	25(86.2)	3(10.3)	1(3.4)	0	0	0	0	0	0	0	29
Nurse	9(31.0)	15(51.7)	5(17.2)	0	0	0	0	0	0	0	29
Other	21(72.4)	3(10.3)	0	0	3(10.3)	1(3.4)	1(3.4)	0	0	0	29
No Response	THREE VOCATIONAL EDUCATORS DID NOT RESPOND TO THIS QUESTION										

TABLE D.6

NUMBERS & ADJUSTED PERCENTAGE OF PERSONNEL OFFERING SERVICES TO SNL AS DEFINED BY SPECIAL EDUCATORS

Personnel Category	Frequency (Adjusted Percentage)										
	0	1	2	3	4	5	6	7	8	9	Total
Special Education Teacher	4(13.3)	5(16.7)	5(16.7)	3(10.0)	6(20.0)	3(6.7)	2(6.7)	0	0	3(10.0)	30
Special Education Supv/Coordinator	8(26.7)	19(63.3)	2(6.7)	1(3.3)	0	0	0	0	0	0	30
Vocational Rehab. Personnel	27(90.0)	3(9.4)	0	0	0	0	0	0	0	0	30
Vocational Counselor	19(63.3)	8(26.7)	1(3.3)	1(3.3)	1(3.3)			0	0		30
Counselor	10(33.3)	7(23.3)	1(3.3)	4(13.3)	2(6.7)	2(6.7)	1(3.3)	1(3.3)	0	2(6.7)	30
Superintendent Director	19(63.3)	11(36.7)	0	0	0	0	0	0	0	0	30
Psycho-motor Therapist	24(80.0)	6(20.0)	0	0	0	0	0	0	0	0	30
Nurse	13(43.3)	13(43.3)	4(13.3)	0	0	0	0	0	0	0	30
Other	15(50.0)	7(23.3)	2(6.7)	3(10.0)	0	0	1(3.3)	1(3.3)	0	1(3.3)	30
No Response	TWO SPECIAL EDUCATORS DID NOT RESPOND TO THIS QUESTION										

TABLE D.7

NUMBERS & ADJUSTED PERCENTAGE OF PERSONNEL OFFERING SERVICES TO SNL AS DEFINED BY SPECIAL EDUCATION COORDINATOR/SUPERVISORS

Personnel Category	Frequency (Adjusted Percentage)										
	0	1	2	3	4	5	6	7	8	9	Total
Special Education Teacher	3(8.6)	9(25.7)	3(8.6)	6(17.1)	3(17.1)	2(5.7)	1(2.9)	1(2.9)	1(2.9)	6(17.1)	35
Special Education Supv/Coordinator	12(34.3)	20(57.1)	3(8.6)	0	0	0	0	0	0	0	35
Vocational Rehab. Personnel	30(85.7)	1(8.6)	2(5.7)	0	0	0	0	0	0	0	35
Vocational Counselor	18(51.4)	13(37.1)	1(2.9)	1(2.9)	1(2.9)	0	1(2.9)	0	0	0	35
Counselor	11(31.4)	11(31.4)	5(14.3)	1(2.9)	1(2.9)	1(2.9)	0	1(2.9)	1(2.9)	4(11.4)	35
Superintendent Director	21(60.0)	13(37.1)	1(2.9)	0	0	0	0	0	0	0	35
Psycho-motor Therapist	26(74.3)	9(25.7)	0	0	0	0	0	0	0	0	35
Nurse	15(42.9)	14(40.0)	5(14.3)	1(2.9)	0	0	0	0	0	0	35
Other	15(42.9)	12(34.3)	3(8.6)	2(5.7)	0	0	0	1(2.9)	0	1(2.9)	35
No Response	TWO SPECIAL EDUCATION COORDINATORS/SUPERVISORS DID NOT RESPOND TO THIS QUESTION.										

TABLE D.8

NUMBERS & ADJUSTED PERCENTAGES OF PERSONNEL OFFERING SERVICES TO SNL AS DEFINED BY COUNSELORS

Personnel Category	Frequency (Adjusted Percentage)										
	0	1	2	3	4	5	6	7	8	9	Total
Special Education Teacher	8(22.9)	11(31.4)	3(8.6)	3(8.6)							
Special Education Supv/Coordinator	14(40.0)	21(60.0)	0	0	0	0	0	0	0	0	35
Vocational Rehab. Personnel	29(82.9)	4(11.4)	1(2.9)	1(2.9)	0	0	0	0	0	0	35
Vocational Counselor	20(57.1)	9(25.7)	2(5.7)	2(5.7)	1(2.9)	1(2.9)	0	0	0	0	35
Counselor	15(42.9)	14(40.0)	0	1(2.9)	2(5.7)	2(5.7)	0	1(2.9)	0	0	35
Superintendent Director	16(45.7)	19(54.3)	0	0	0	0	0	0	0	0	35
Psycho-motor Therapist	30(85.7)	4(11.4)	1(2.9)	0	0	0	0	0	0	0	35
Nurse	7(20.0)	24(28.6)	4(11.4)	0	0	0	0	0	0	0	35
Other	21(60.0)	7(20.0)	4(11.4)	2(5.7)	0	1(2.9)	0	0	0	0	35
No Response	ONE COUNSELOR DID NOT RESPOND TO THIS QUESTION										

TABLE D.9
FREQUENCY & PERCENTAGES OF VARIOUS EDUCATIONAL EXPERIENCES
OF VOCATIONAL TEACHERS TO PREPARE THEM TO WORK WITH SPECIAL NEEDS LEARNERS
IN VOCATIONAL EDUCATION

Educational Offerings	Numbers of Credits										
	Yes	No	0	2	3	9	11	15	21		
None	6(18.8)*	26(81.3)									
In-service Workshops	20(62.5)	12(37.5)									
Pre-service courses	4(12.5)	28(87.5)	28(87.5)			1(3.1)	1(3.1)		2(6.3)		
In-service Courses	4(12.5)	28(87.5)	28(87.5)	1(3.1)	1(3.1)	1(3.1)		1(3.1)			
Graduate Degree in Special Education Area	3(9.4)	29(90.6)									
Undergraduate Degree in Special Educ. Area	1(3.1)	31(96.9)									
Both Undergraduate & Graduate Degree in Special Education Area	1(3.1)	31(96.9)									
Other	6(18.8)	26(81.3)									

*Frequency(Percentage)

TABLE D.10

FREQUENCY & PERCENTAGES OF VARIOUS EDUCATIONAL EXPERIENCES OF
OF SPECIAL EDUCATORS TO PREPARE THEM TO WORK WITH SPECIAL NEEDS LEARNERS
IN VOCATIONAL EDUCATION

Educational Offerings	Number of Credits											
	Yes	No	0	3	4	6	7	8	9	12	15	20
None	2(5.6)*	34(94.4)										
In-service Workshops	25(69.4)	11(30.6)										
Pre-service courses	6(16.7)	30(83.3)	29(82.8)			2(5.7)	1(2.8)		1(2.8)	1(2.8)		1(2.8)
In-service Courses	9(25.0)	27(75.0)	28(77.8)	1(2.8)	1(2.8)	3(8.3)		1(2.8)		1(2.8)	1(2.8)	
Graduate Degree in Special Education Area	2(5.6)	34(94.4)										
Undergraduate Degree in Special Educ. Area	2(5.6)	34(94.4)										
Both Undergraduate & Graduate Degree in Special Education Area	0	36(100.0)										
Other	10(27.8)	26(72.2)										

*Frequency(Percentage)

TABLE D.11

'FREQUENCY & PERCENTAGES OF VARIOUS EDUCATIONAL EXPERIENCES OF SPECIAL EDUCATION COORDINATORS/SUPERVISORS TO PREPARE THEM TO WORK WITH SPECIAL NEEDS LEARNERS IN VOCATIONAL EDUCATION

Educational Offerings	Number of Credits										
	Yes	No	0	6	9	15	18				
None	2(5.6)*	34(94.4)									
In-service Workshops	27(75.0)	9(25.0)									
Pre-service courses	5(13.9)	31(86.1)	33(91.7)			2(5.6)	1(2.8)				
In-service Courses	6(16.7)	30(83.3)	31(86.1)	3(8.3)	1(2.8)		1(2.8)				
Graduate Degree in Special Education Area	5(13.9)	31(86.1)									
Undergraduate Degree in Special Educ. Area	4(11.1)	32(88.9)									
Both Undergraduate & Graduate Degree in Special Education Area	6(16.7)	30(83.3)									
Other	9(25.0)	27(75.0)									

NO RESPONSE--ONE COORDINATOR/SUPERINTENDENT DID NOT RESPOND TO THE QUESTION.

*Frequency(Percentage)

TABLE D.12

FREQUENCY & PERCENTAGES OF VARIOUS EDUCATIONAL EXPERIENCES
OF COUNSELORS TO PREPARE THEM TO WORK WITH SPECIAL NEEDS LEARNERS
IN VOCATIONAL EDUCATION

Educational Offerings	Number of Credits										
	Yes	No	0	3	6	9	12	15	20	24	30
None	0	32(100.0)*									
In-service Workshops	16(50.0)	16(50.0)									
Pre-service courses	4(12.5)	28(87.5)	28(87.5)		1(3.1)	1(3.1)			1(3.1)		1(3.1)
In-service Courses	6(18.8)	26(81.3)	27(84.5)	1(3.1)	1(3.1)		1(3.1)	1(3.1)		1(3.1)	
Graduate Degree in Special Education Area	10(31.3)	22(68.8)									
Undergraduate Degree in Special Educ. Area	9(28.1)	23(71.9)									
Both Undergraduate & Graduate Degree in Special Education Area	8(25.0)	24(75.0)									
Other	5(15.6)	27(84.4)									

*Frequency(Percentage)

APPENDIX E

RANKS, FREQUENCIES & PERCENTAGES OF RESPONSES FOR ALL SUB-GROUPS BY NECESSITY

	ABSOLUTELY NECESSARY				NECESSARY				SOMEWHAT NECESSARY				SLIGTHLY NECESSARY				NOT NECESSARY			
	SE *	VT *	C/S *	CN *	SE	VT	C/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN
14 The screening assessment & referral techniques in the evaluation of special needs learners (SNL).	22 ** 68.8	11 ** 35.5	18 ** 54.5	20 ** 44.5	7 21.9	13 41.9	10 30.3	11 30.6	3 9.4	5 16.1	4 12.1	2 5.6	0	2 6.5		1 3.0 2.8	0	0	0	1
15 Work with other educators, parents and professionals as a team member to evaluate the needs of disadvantaged and handicapped students (DHS) andplan an individualized educational program (IEP).	25 38.1	13 41.9	22 66.7	25 71.4	15 15.6	48.4	21.2	20.0	1 3.1	3 8.7	3 9.1	2 5.7	1 3.1	0	1 3.0	1 2.9	0	0	0	0
16 Use diagnostic assessment results for planning individualized instruction for SNL.	15 46.9	9 30.0	16 48.5	16 47.1	11 34.4	11 36.7	10 30.3	9 26.5	6 18.8	6 20.0	5 15.2	8 23.5	0	4 13.3	1 3.0	0	0	0	1 3.0	1 2.9
17 Develop individualized student performance objectives for SNL.	16 50.0	12 38.7	21 63.6	15 44.1	9 28.1	13 41.9	7 21.2	12 35.3	7 21.9	5 16.1	3 9.1	5 14.7	1 3.2	2 6.1	0	7 21.9	0	0	0	
18 Modify, when necessary tools, equipment and facilities in the learning environment to meet the needs of SNL.	13 44.8	14 46.7	14 32.4	10 31.3	8 27.6	8 27.6	9 27.3	9 28.1	5 17.2	4 13.3	4 12.1	5 15.6	3 10.3	4 13.3	5 15.2	7 21.9	0	0	1 3.0	1 3.2
19 Modify instructional materials appropriate for different SNL.	13 40.6	14 45.2	13 39.4	11 35.5	10 31.3	12 38.7	12 36.4	11 35.5	8 25.0	4 12.9	5 15.2	5 16.1	1 3.1	1 3.2	3 9.1	3 9.7	0	0	0	1 3.-
20 Coordinate off-campus work instruction for DHS (cooperative work experiences).	12 38.7	9 29.0	15 44.4	8 25.8	7 22.6	11 35.5	9 26.5	6 19.4	5 16.1	5 16.1	4 11.8	8 25.8	4 12.9	4 12.9	6 17.6	8 25.0	3 9.7	2 6.5	0	1 3.-
21 Establish performance objectives for SNL in relation to specific tasks within occupations.	12 37.5	14 46.7	11 33.3	10 30.3	11 34.4	9 30.0	12 36.4	10 30.3	3 9.4	3 10.0	8 24.2	9 27.3	4 12.5	4 13.3	2 6.1	2 6.1	2 6.3	0	0	3 9.1
22 Integrate OSHA safety and health regulations into training programs for SNL.	11 34.4	15 38.4	10 57.1	17 54.8	10 31.3	10 32.3	10 28.6	5 16.1	5 15.6	5 16.1	3 8.6	6 19.4	3 9.4	1 3.2	1 2.9	1 3.2	3 9.4	0	1 2.9	2 6.5
23 Identify appropriate audio-visual materials, equipment and other teaching aids which can be used in presenting instructional materials to SNL.	12 38.7	6 20.0	9 25.7	6 18.2	11 35.5	16 53.3	10 28.6	8 24.2	6 19.4	4 13.3	12 34.3	9 27.3	2 6.5	2 6.7	4 11.4	5 24.2	0	2 6.7	0	2 6.2
24 Develop rationale and goals for an educational program geared to meet the needs of DHS.	15 48.4	12 38.7	18 52.9	13 38.2	9 29.0	12 38.7	12 35.3	14 41.2	2 6.5	5 16.1	3 8.8	5 14.7	3 9.7	2 6.5	1 2.9	1 2.9	2 6.5	0	0	0
25 Analyze local/regional job market and employment trends to identify possible employment opportunities appropriate for various populations of SNL.	22 71.0	14 46.7	20 57.1	17 50.0	4 12.9	13 43.3	7 20.0	9 26.5	0	3 10.0	5 14.3	4 11.8	1 3.2	0 8.6	3 8.6	4 11.8	4 12.9	0	0	0
26 Identify occupations which the DHS might realistically consider in formation of career goals.	15 46.9	10 33.3	18 56.3	15 46.9	11 34.4	11 36.7	10 31.3	10 31.3	2 6.3	8 16.7	2 6.3	2 6.3	2 6.3	3 10.0	2 6.3	2 6.3	2 6.3	1 3.3	0	
27 Identify & define from testing results and work samples, occupational interests and aptitudes of SNL.	12 38.7	10 33.3	12 37.5	13 39.4	7 22.6	13 43.3	8 25.0	11 33.3	7 22.6	5 16.7	9 28.1	7 21.2	3 9.7	1 33.3	2 6.3	1 3.0	2 6.5	1 3.3	1 3.1	1 3.0
28 Identify basic aptitudes and competencies required for employment in various occupations (e.g., finger dexterity) and match these aptitudes and competencies with varied capabilities of DHS.	15 46.8	11 36.7	10 32.3	11 33.3	5 15.6	15 50.0	16 51.6	16 48.5	5 15.6	1 6.7	2 6.5	2 6.1	4 12.5	1 3.3	2 6.5	3 9.1	3 9.4	1 3.3	1 3.1	1 3.0
29 Be familiar with legislation relating to SNL (e.g., basic principles of 94-142, 94-482).	18 56.3	12 40.0	18 56.3	18 54.5	8 25.0	13 43.3	11 34.4	9 27.3	6 18.8	2 6.7	2 6.3	5 15.2	0 0	1 3.3	1 3.1	0	0	2 6.7	0	1 3.0
30 Be familiar with State guidelines and regulations related to SNL (e.g., Chapter 766, roles of team members, core procedures).	17 53.1	20 66.7	26 78.8	22 62.9	12 37.5	7 23.3	5 15.7	9 25.7	3 9.4	3 10.0	1 3.0	3 8.6	0	0	1 3.0	0	0	0	0	1 3.-

	ABSOLUTELY NECESSARY				NECESSARY				SOMEWHAT NECESSARY				SLIGHTLY NECESSARY				NOT NECESSARY			
	SE	VT	C/S	CN	SE	VT	S/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN
20. Make all the resources available to professionals working with SNL so that they might take advantage of these resources to improve their services to SNL.	18 56.3	20 66.7	18 54.5	14 40.0	11 34.4	8 26.7	11 33.3	15 42.9	3 9.4	1 .3	4 12.1	3 8.6	0	1 3.3	0	2 5.7	0	0	0	1 2.9
21. Prepare a line item budget for a total Special Education program.	10 32.3	13 43.3	20 60.6	13 40.6	4 12.9	9 30.0	7 21.2	7 21.9	3 9.4	1 3.3	4 12.1	3 8.6	0	1 3.3	0	2 5.7	0	0	0	3 9.4
23. Use a variety of community and government agencies in the delivery of supportive services, educational instruction, and placement opportunity in a special education program.	15 48.4	13 43.3	16 48.5	10 29.4	6 19.4	9 30.0	9 27.3	14 41.1	7 22.6	4 13.3	1 3.0	5 15.6	5 16.1	2 3.3	3 9.1	4 12.5	5 16.1	2 6.7	2 6.1	1 2.9
24. Cooperate with other academic area instructors to provide educational services which are most responsive to the needs of SNL.	26 81.3	17 56.7	18 56.2	26 74.3	4 12.5	13 43.3	10 31.2	6 17.1	4 12.9	4 13.3	5 15.2	7 20.6	5 16.1	2 6.7	2 6.1	2 5.9	1 3.2	2 6.7	1 3.0	1 2.
25. Communicate effectively with SNL and their parents about an IEP.	26 81.3	17 56.7	22 71.0	28 80.0	4 12.5	9 30.0	6 19.4	3 8.6	2 6.3	0	2 9.4	2 5.7	0	0	1 3.1	0	0	0	0	1 9
26. Use job applications and interview procedures in preparing SNL for entry into the world of work.	21 65.6	20 66.7	7 43.8	18 52.9	7 21.9	7 23.3	11 34.4	9 26.5	2 6.3	2 6.7	2 6.5	3 8.6	0	2 6.7	1 3.2	0	0	0	0	1 2.9
27. Use multisensory instructional techniques that incorporate direct instruction, small group instruction or programmed instruction which can be designed to meet the specific needs of SNL.	21 65.6	20 66.7	17 51.5	12 37.5	8 25.0	7 23.3	13 39.4	11 24.4	2 6.3	3 10.0	4 12.5	5 14.7	1 3.1	0	2 6.3	1 2.9	1 3.1	0	1 3.1	2 6.3
28. Respond to medical situations which might arise in the classroom--provide for the first aid and safety needs of SNL.	19 59.4	16 33.3	18 56.3	22 66.7	1 3.1	11 36.7	6 18.8	6 18.2	3 9.4	2 6.7	2 6.1	5 15.6	0	1 3.3	1 3.0	2 6.3	0	0	0	2 6.1
29. Initiate opportunities for SNL to experience success.	27 84.4	20 66.7	23 69.7	21 60.0	4 12.5	7 23.3	6 18.2	11 31.4	5 15.6	1 3.3	7 21.9	0	7 21.9	2 6.7	1 3.1	3 9.1	0	0	0	1 2.9
31. Use behavior modification techniques in dealing with aberrant behavior of SNL in the classroom.	13 42.6	13 44.8	11 33.3	8 24.2	5 15.6	13 44.8	7 21.2	13 39.4	1 3.1	3 10.0	4 12.1	2 5.7	0	0	0	0	0	0	0	3 9.1
32. Conduct team teaching as part of the defined educational program for SNL.	8 25.0	11 39.3	9 28.1	5 15.6	5 15.6	9 32.1	8 25.0	4 13.3	9 28.1	2 6.9	8 24.2	6 18.2	5 15.6	1 3.4	7 21.2	3 9.1	0	0	0	4 12.1
33. Provide effective reinforcement for learning geared to meet the special needs of SNL.	17 53.1	20 69.0	12 37.5	11 34.4	9 28.1	5 17.2	12 37.5	13 40.6	10 32.3	3 10.7	10 31.3	10 33.3	7 21.9	3 10.7	5 15.6	7 23.3	2 6.3	2	0	2 6.3
34. Utilize short-term objectives to help build confidence of SNL.	21 65.6	30 66.7	16 48.5	12 34.3	9 28.1	7 23.3	12 36.4	18 56.4	4 12.5	4 13.8	7 21.9	4 12.5	2 6.3	0	1 3.1	2 6.3	0	0	0	2 5.7
36. Provide career counseling for SNS	12 40.0	15 50.0	18 56.3	22 64.7	12 40.0	9 30.0	10 31.3	7 20.6	2 6.3	3 10.0	4 12.1	3 8.6	0	0	1 3.0	0	0	0	0	1 2.9
37. Provide personal counseling which meets the very special needs of SNS.	13 43.3	15 50.0	16 53.3	23 65.7	9 30.0	11 36.7	10 33.3	7 20.0	5 16.7	2 5.7	3 10.0	3 8.6	2 6.7	1 3.3	1 3.3	0 3.3	1 3.3	1 3.3	0	2 5.7
38. Establish a knowledge of needs, attitudes and behaviors of SNL on the part of educational staff members.	22 68.8	17 56.7	18 54.5	19 54.3	6 18.8	11 36.7	12 36.4	11 31.4	4 12.5	2 6.7	3 9.1	3 8.6	0	0	0	1 2.9	0	0	0	1 2.9
39. Establish a knowledge of the needs, attitudes and behaviors of SNL on the part of students.	10 31.3	16 55.2	13 38.2	9 25.7	10 31.3	9 31.0	11 32.4	14 40.0	8 25.0	4 13.8	5 14.7	7 20.0	3 9.4	0	3 8.8	4 11.4	1 3.1	0	2 5.9	1 2.9

	ABSOLUTELY NECESSARY				NECESSARY				SOMEWHATE NECESSARY				SLIGHTLY NECESSARY				NOT NECESSARY			
	SE	VT	C/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN
38 Help SNL develop a positive attitude toward themselves.	25 78.1	24 82.8	25 75.8	27 77.1	4 12.5	5 17.2	7 21.2	5 14.3	3 9.4	0	1 3.0	2 5.7	0	0	0	0	0	0	0	1 2.9
39 Work with SNL in establishing a realistic outlook of the world of work and their place as part of that world.	25 78.1	24 83.8	23 69.7	27 77.1	5 15.6	5 17.2	8 24.2	6 17.1	2 6.3	0	2 6.1	1 2.9	0	0	0	0	0	0	0	1 2.9
40 Guide SNL in considering a variety of educational programs which could meet their particular needs.	14 45.2	16 57.1	15 45.5	17 48.6	12 38.7	10 35.7	13 39.4	13 37.1	4 12.9	1 33.6	5 15.2	3 8.6	1 3.2	1 3.6	0	1 2.9	0	0	0	1 2.9
41 Teach students about the impact of society and our culture upon the SNL.	8 25.0	15 53.6	8 24.2	8 23.5	8 25.0	5 17.9	11 33.3	16 47.1	11 34.4	5 17.9	10 30.3	3 8.8	3 9.4	3 10.7	4 12.1	6 17.6	2 6.3	0	0	1 2.9
42 Assist SNL in recognizing the relevance of vocational education in their lives to their future occupation.	11 34.4	17 58.6	13 40.5	19 57.6	9 28.1	6 20.7	15 46.9	10 30.3	7 21.9	4 13.8	4 12.5	2 6.1	4 12.5	2 6.9	0 6.1	2 3.1	1	0	0	0
43 Help to develop a sense of responsibility.	25 78.1	24 82.8	22 55.7	22 66.7	7 21.9	5 17.2	10 30.3	9 27.3	0	0	1 3.0	1 3.0	0	0	0	0	0	0	0	1 3.0
44 Assist SNL in developing, accepting and viewing their strengths and limitations realistically.	19 63.3	17 60.7	13 40.6	21 67.7	7 23.3	7 25.0	15 46.9	7 22.6	2 6.7	4 14.3	4 12.5	2 6.5	2 6.7	0	0	0	0	0	0	1 3.2
45 Assist SNL in developing an awareness of the economics of daily life.	16 50.0	15 51.7	14 43.8	19 61.3	13 40.6	8 27.6	11 34.4	7 22.6	1 3.1	5 17.2	6 18.8	4 12.9	2 6.3	1 3.4	1 3.1	0	0	0	0	1 3.2
46 Help all students form positive relationships with other students.	17 54.8	19 56.5	20 60.6	23 67.6	9 29.0	5 17.2	10 20.3	8 23.5	5 16.2	5 17.2	3 9.1	1 2.9	0	0	0	1 2.9	0	0	0	1 2.9
47 Instruct the slow learner while at the same time maintaining instructional services to other students within the classroom who are progressing at a faster rate.	22 68.8	20 71.4	23 71.9	16 57.1	7 21.9	4 14.3	4 12.5	7 25.0	1 3.1	2 7.1	4 12.5	3 10.7	2 6.3	1 3.6	1 3.1	1 3.6	0	1 3.6	0	1 3.6
48 Deliver instruction which accomodates the different functioning levels of SNLs.	23 71.9	20 71.4	17 54.8	16 55.2	7 21.9	5 21.4	12 38.7	7 12.4	2 6.3	0	2 6.5	4 13.8	0	2 7.1	0	1 3.4	0	0	0	1 3.4
49 Set realistic learning objectives for the SNL.	23 71.9	21 75.0	20 62.5	22 71.0	8 25.0	7 25.0	9 28.1	6 19.4	1 3.1	0	3 9.4	2 6.5	0	0	0	0	0	0	0	1 3.2
50 Teach other students in class to be supportive of the SNL.	14 45.2	20 71.4	13 41.9	12 42.9	7 22.6	1 3.6	9 29.0	7 25.0	6 19.4	6 21.4	6 19.4	4 14.3	2 6.5	1 3.6	3 9.7	4 14.3	2 6.5	0	0	1 3.6
51 Cope with the frustration of working with slow learners (monotony, lack of motivation, repetition).	19 61.3	19 67.9	19 59.4	18 62.1	6 19.4	5 17.9	7 21.9	8 27.6	3 9.7	3 10.7	4 12.5	2 6.9	2 6.5	1 3.6	2 6.3	0	1 3.2			1 3.4
52 Display patience when working with the slow learner.	24 77.4	23 82.1	21 65.6	22 68.8	5 16.1	4 14.3	8 25.0	7 21.9	2 6.5	0	2 6.3	2 6.3	0	1 3.6	1 3.1	0	0	0	0	1 3.1
53 Maintain discipline of other students while concentrating on working with SNLs.	25 78.1	22 78.6	21 65.6	13 48.1	4 12.5	4 14.3	5 15.6	7 25.9	3 9.4	0	4 12.5	5 18.5	0	2 7.1	2 6.3	0	0	0	0	2 7.4
54 Motivate the SNL.	20 62.5	20 71.4	17 53.1	24 73.5	11 30.4	8 28.6	11 34.4	6 18.8	1 3.1	0	4 12.5	1 3.1	0	0	0	0	0	0	0	1 3.1
55 Express caring behaviors when working with SNLs.	25 78.1	22 78.6	18 56.3	25 73.5	5 15.6	5 17.9	11 34.4	8 26.5	2 6.3	1 3.6	3 9.4	0	0	0	0	0	0	0	0	1 2.9

	ABSOLUTELY NECESSARY				NECESSARY				SOMEWHAT NECESSARY				SLIGHTLY NECESSARY				NOT NECESSARY			
	SE	VT	C/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN
56 Assess cognitive achievement of DHS.	12 38.7	12 40.0	10 31.3	25 78.1	12 38.7	15 50.0	16 50.0	4 12.5	6 19.4	3 10.0	5 15.6	2 6.3	1 3.2	0	1 3.1	1 3.1	0	0	0	0
57 Assess affective reactions of DHS.	8 26.7	12 40.0	10 31.3	20 62.5	12 40.0	15 50.0	17 53.1	9 28.1	8 26.7	2 6.7	5 15.6	1 3.1	2 6.7	0	0	1 3.1	0	1 3.3	0	1 3.1
58 Assess psycho-motor/perceptual performance of DHS.	9 31.0	11 37.9	10 31.3	21 66.7	9 31.0	15 51.7	18 56.3	4 12.9	7 24.1	2 6.9	4 12.5	4 12.9	3 10.3	1 3.4	0	1 3.2	1 3.4	0	0	1 3.2
59 Establish and use program advisory committee as input to improve and enhance effectiveness of special needs program.	10q1 34.4	10 33.3	13 38.2	12 38.7	6 20.7	11 36.7	10 29.4	4 12.9	7 24.1	6 20.0	7 20.6	13 41.9	4 13.8	1 3.3	3 8.8	1 3.2	2 6.9	2 6.7	1 2.9	1 3.2
60 Maintain a system for monitoring and recording the progress and achievement of SNL on a regular basis.	19 61.3	20 66.7	21 61.8	24 77.4	9 29.0	8 26.7	10 29.4	4 12.9	3 9.7	2 6.7	2 5.9	2 6.5	0	0	1 2.9	0	0	0	0	1 3.2
61 Obtain follow-up information on SNL who have graduated from school programs.	10 33.3	14 48.3	12 36.4	13 43.3	12 40.0	9 31.0	13 39.4	10 33.3	5 16.7	10 33.3	5 15.2	3 10.0	1 3.3	10 33.3	3 9.1	2 6.7	2 6.7	0 0	0 0	2 6.7
62 Use follow-up information on graduate students as tools to evaluate effectiveness of educational programming.	10 31.3	17 56.7	16 50.0	14 34.2	9 28.1	9 26.7	9 28.1	10 32.3	8 25.0	5 16.7	4 12.5	3 9.7	3 9.4	0	2 6.3	1 3.2	2 6.3	0	1 3.1	3 9.7
63 Conduct a comprehensive evaluation of a special education program.	15 46.9	18 60.0	20 58.8	5 15.6	9 28.1	8 26.7	8 23.5	5 15.6	4 12.5	2 6.7	5 14.7	4 12.5	2 6.3	2 6.7	1 2.9	2 6.3	2 6.3	0	0	1 3.1

*SE-Special Education Teacher
VT-Vocational Teacher
C/S-Special Education Coordinator/Supervisor
CN- Counselor

** Number
Percentage

APPENDIX F

COMPETENCY DATA: RANKS, FREQUENCIES, AND PERCENTAGES OF RESPONSES FOR ALL SUB-GROUPS BY PROFICIENCY

	NOT COMPETENT				MODERATELY COMPETENT				COMPETENT			
	SE*	VT*	C/S*	CN*	SE	VT	C/S	CN	SE	VT	C/S	CN
04 Use screening assessment & referral techniques in the evaluation of special needs learners (SNL).	0**	8** 25.8	2** 6.1	1** 2.8	12 37.5	11 35.5	11 33.3	16 44.4	20 62.5	12 60.6	20 52.8	19
05 Work with other educators, parents and professionals as a team member to evaluate the needs of disadvantaged and handicapped students (DHS) andplan an individualized educational program (IEP).	0	2 6.5	0	1 2.9	7 21.9	11 35.5	8 24.2	11 31.4	25 78.1	18 58.1	25 75.8	23 65.7
06 Use diagnostic assessment results for planning individualized instruction for SNL.	1 3.1	10 33.3	1 3.9	5 14.7	13 40.6	13 43.3	15 45.5	15 44.1	18 56.3	7 23.3	17 51.5	14 41.2
07 Develop individualized student performance objectives for SNL.	2 6.5	2 6.5	2 6.1	3 8.8	9 28.1	13 41.9	12 36.4	19 55.8	23 71.9	16 51.6	19 57.6	12 35.3
08 Modify when necessary tools, equipment and facilities in the learning environment to meet the needs of SNL.	4 13.8	1 3.3	3 9.1	5 15.6	12 41.4	11 36.7	17 51.5	14 43.8	13 44.8	18 60.0	13 39.4	13 40.6
09 Modify instructional materials appropriate for different DHS.	1 3.1	1 3.2	3 9.1	10 32.3	13 40.6	13 41.9	18 54.5	9 29.0	18 56.3	17 54.8	12 36.4	12 38.7
10 Coordinate off-campus work instruction for DHS (cooperative work experiences).	13 41.9	5 16.1	3 8.8	8 25.8	12 38.7	11 35.5	13 38.2	13 41.9	6 19.4	15 48.4	18 52.9	10 32.3
11 Establish performance objectives for SNL in relation to specific tasks within occupations.	5 15.6	1 3.3	2 6.1	6 18.2	17 53.1	9 30.0	17 51.5	15 45.5	10 31.3	20 66.7	14 42.4	12 36.4
12 Integrate OSHA safety and health regulations into training programs for SNL.	10 31.3	5 16.1	8 22.9	11 35.5	17 53.1	6 19.4	15 42.9	13 41.9	5 15.6	20 64.5	12 34.3	7 22.6
13 Identify appropriate audio-visual materials, equipment and other teaching aids which can be used in presenting educational materials to SNL.	2 6.5	2 6.7	2 5.7	13 39.4	13 41.9	17 56.7	19 54.3	14 42.4	16 51.6	11 36.7	14 40.0	6 18.2
14 Develop rationale and goals for an educational program geared to meet the needs of DHS.	2 6.5	5 16.1	5 14.7	4 11.8	13 41.9	15 48.4	7 20.6	17 50.0	16 51.6	11 35.5	22 64.7	13 38.7
15 Analize local/regional job market and employment trends to identify possible employment opportunities appropriate for various populations of SNL.	15 48.4	3 10.0	7 17.1	4 11.8	9 29.0	15 50.5	13 37.1	19 55.9	7 21.9	12 40.0	16 45.7	11 32.4
16 Identify occupations which the DHS might realistically consider in formation of caruer goals.	4 12.5	3 10.0	4 12.5	4 12.5	21 65.6	17 56.7	15 46.9	14 43.8	7 22.6	10 33.3	13 40.6	14 43.8
17 Identify & define from testing results and work samples, occupational interests and aptitudes of SNL.	7 22.6	9 30.0	5 15.6	3 9.1	17 54.8	11 36.7	13 40.0	13 39.4	7 22.6	10 33.3	14 43.8	17 51.5
18 Identify basic aptitudes and competencies required for employment in various occupations (e.g., finger dexterity) and match these aptitudes and competencies with various capabilities of DHS.	8 25.0	9 30.0	3 9.7	7 21.2	15 46.9	10 33.3	19 61.3	14 42.4	9 28.1	11 36.7	9 29.0	12 36.4
19 Be familiar with legislation relating to SNL (e.g., basic principles of 94-142, 94-482).	3 9.4	8 26.7	1 3.1	4 12.1	17 53.1	14 46.7	12 37.5	17 51.5	12 37.5	8 26.7	19 59.4	12 36.4
20 Be familiar with State guidelines and regulations related to SNL (e.g., Chapter 766, roles of team members, core procedures).	1 3.1	6 20.0	0	1 2.9	11 34.4	15 50.0	8 24.2	15 42.9	20 62.5	9 30.0	25 75.8	10 54.3

	NOT COMPETENT				MODERATELY COMPETENT				COMPETENT			
	SE	VT	C/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN
21 Know of the resources available to professionals working with SNL so that they might take advantage of these resources to improve their services to SNL.	1 3.1	8 26	2 6.1	12 13.3	20 62.5	14	17 46.7	18 57.6	11 34.4	8 26.7	12 36.4	12 13.3
22 Prepare a line item budget for a total Special Education program.	12 38.7	13 43.3	3 9.1	3 9.4	12 38.7	11 36.7	8 24.2	6 18.8	7 22.6	6 20.0	22 66.7	3 9.4
23 Use a variety of community and government agencies in the delivery of supportive services, educational instruction, and placement opportunity in a special education program.	8 25.8	3/ 43.3	3 9.1	15 44.1	16 51.6	9 30.0	16 48.5	12 35.3	7 22.6	8 26.7	14 42.4	15 44.1
24 Cooperate with other academic area instructors to provide educational services which are most responsive to the needs of SNL.	0	1 3.3	1 3.1	28 80.0	6 18.8	10 33.3	6 18.8	7 20.0	26 81.3	19 63.3	25 78.1	18 80.0
25 Communicate effectively with SNL and their parents about an IEP.	1 3.1	2 6.7	0	29 82.9	2 6.3	12 40.0	6 19.4	6 17.1	29 90.6	16 53.3	25 80.6	29 82.9
26 Use job applications and interview procedures in preparing SNL for entry into the world of work.	2 6.3	2 6.7	1 3.1	23 75.5	7 21.9	9 30.0	14 43.8	8 23.5	23 71.9	19 63.3	17 53.1	23 75.5
27 Use different instructional techniques that individualize instruction, small group instruction or programmed instruction which can be designed to meet the specific needs of SNL.	0	1 3.3	0	7 21.9	5 15.6	8 26.7	13 39.4	18 56.3	27 84.4	21 70.0	20 60.6	7 21.9
28 Respond to medical situations which might arise in the classroom--provide for the first aid and safety needs of DHS.	6 18.8	1 3.3	7 21.9	8 24.2	16 50.0	16 53.3	12 37.5	17 51.5	10 31.3	13 43.3	13 40.6	8 24.2
29 Create opportunities for SNL to experience success.	0	0	2 6.1	20 57.1	3 9.4	12 40.0	11 33.3	15 42.9	29 90.6	18 60.0	20 60.6	20 57.1
30 Use behavior modification techniques in dealing with aberrant behavior of SNL in the classroom.	3 9.4	5 17.2	4 12.1	18 54.5	11 34.4	9 31.0	16 48.5	9 27.3	18 56.3	15 51.1	13 39.4	18 54.5
31 Conduct team teaching as part of the defined educational program for SNL.	3 9.4	0	1 3.1	7 27.3	14 43.8	21 75.0	17 53.1	12 40.0	15 46.9	21 75.0	14 43.8	7 23.3
32 Provide effective reinforcement for learning geared to meet the special needs of DHS.	1 3.1	1 3.4	2 6.3	13 40.6	10	14	14	16	21	14	16	13
33 Utilize short-term objectives to help build confidence of SNL.	0	0	0	21 60.0	6 18.8	8 26.7	12 36.4	11 31.4	26 81.3	22 73.3	21 63.6	31 60.0
34 Provide career counseling for DHS	8 26.7	8 26.7	5 15.6	26 76.5	10 33 3	12 40.0	11 34.4	6 17.6	12 40.0	10 33.3	16 50.0	26 76.5
35 Provide personal counseling which meets the very special needs of DHS.	4 13.3	8 26.7	5 16.7	14 43.8	13 43.3	10 33.3	10 33.3	7 20.0	13 43.3	12 40.0	14 50.0	28 80.0
36. Establish a knowledge of needs, attitudes and behaviors of SNL on the part of educational staff members.	1 3.1	3 10.0	0	10 33.3	12 37.5	11 36.7	15 45.5	12 34.3	19 50.4	16 53.1	18 54.5	22 62.9
37 Establish a knowledge of the needs, attitudes and behaviors of SNL on the part of students.	2 6.3	5 17.2	0	14 40.0	15 46.9	11 37.9	18 52.9	14 40.0	15 46.9	13 44.8	16 47.1	17 48.6

		NOT COMPETENT				MODERATELY COMPETENT				COMPETENT			
		SE	VT	C/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN
38	Help SNL develop a positive attitude toward themselves.	0	0	1 3.0	1 2.9	6 18.8	9 31.0	13 29.4	12 34.3	26 81.3	20 69.0	19 57.6	22 62.9
39	Work with SNL in establishing a realistic outlook of the world of work and their place as part of that world.	1 3.1	0	1 3.0	0	6 18.8	10 34.5	13 39.4	9 25.7	25 78.1	19 65.5	19 57.6	26 74.3
40	Guide SNL in considering a variety of educational programs which could meet their particular needs.	2 6.5	3 10.7	1 3.0	1 2.9	8 25.8	12 42.9	13 39.4	11 31.4	21 67.7	13 46.4	19 51.6	23 65.7
41	Teach students about the impact of society and our culture upon the SNL.	2 6.3	6 21.4	0	2 5.9	15 46.9	7 25.0	18 54.5	17 50.0	15 46.9	15 53.6	15 45.5	15 44.1
42	Assist DHS in recognizing the relevance of vocational education in their lives to their future occupation.	4 12.5	2 6.9	1 3.1	0	14 43.8	11 37.9	18 56.3	13 39.4	14 43.8	16 55.2	13 40.6	20 60.6
43	Help to develop a sense of responsibility.	0	0	0	0	10 31.3	7 24.1	14 45.5	3 9.1	22 68.8	22 77.9	18 54.5	30 90.9
44	Assist DHS in developing, accepting and viewing their strengths and limitations realistically.	2 6.7	2 7.1	0	1 3.2	9 30.0	10 35.7	17 53.1	7 22.6	19 63.3	16 57.1	15 46.9	23 74.2
45	Assist DHS in developing an awareness of the economics of daily life.	1 3.1		1 3.1	1 3.2	11 34.4	15 51.7	17 53.1	12 38.7	20 62.5	13 44.8	14 42.8	18 58.1
46	Help all students form positive relationships with other students.	0	0	0	0	14 45.2	11 31.9	17 51.5	7 20.6	17 54.8	18 62.1	16 48.5	27 79.4
47	Instruct the slow learner while at the same time maintaining instructional services to other students within the classroom who are progressing at a faster rate.	1 3.1	0	0	5 12.9	8 25.0	10 35.7	11 34.4	11 39.3	23 71.9	18 64.3	21 65.6	12 42.9
48	Deliver instruction which accommodates the different functioning levels of SNLs.	0	2 7.1	1 3.2	5 17.2	10 31.3	11 39.3	9 29.0	13 34.8	22 68.8	15 53.6	21 67.7	11 37.9
49	Set realistic learning objectives for the SNL.	1 3.1	2 7.1	2 6.3	2 6.5	5 15.6	9 32.1	12 37.5	11 35.5	26 81.3	17 60.7	20 62.5	18 58.1
50	Teach other students in class to be supportive of the SNL.	1 3.2	2 7.1	1 3.7	3 10.7	13 41.4	7 25.0	11 35.5	7 25.0	17 54.8	19 67.9	18 58.1	18 64.3
51	Cope with the frustration of working with slow learners (montony, lack of motivation, repetition).	1 3.2	1 3.6	0	3 10.3	8 25.8	8 28.6	9 28.1	9 31.0	22 71.0	19 67.9	20 62.5	17 58.6
52	Display patience when working with the slow learner.	1 3.2	0	0	2 6.3	5 16.1	7 25.0	6 18.8	8 25.0	25 80.6	21 75.0	25 78.1	22 68.8
53	Maintain discipline of other students while concentrating on working with SNLs.	0	1 3.6	4 12.5	1 3.7	11 34.4	6 21.4	8 25.0	7 25.9	21 65.6	21 75.0	24 75.0	19 70.4
54	Motivate the SNL.	0	1 3.6	3 9.4	0	13 40.6	11 39.3	13 40.6	13 40.6	19 59.4	16 57.1	17 53.1	19 59.4
55	Express caring behaviors when working with SNLs.	0	0	10 32.3	0	4 12.5	6 21.4	9 28.1	4 11.8	28 87.3	22 78.6	23 73.9	30 88.2

	NOT COMPETENT				MODERATELY COMPETENT				COMPETENT			
	SE	VT	C/S	CN	SE	VT	C/S	CN	SE	VT	C/S	CN
56 Assess cognitive achievement of DHS.	2 6.5	6 20.0	3 9.4	3 9.4	11 35.5	14 46.7	18 56.2	13 40.6	18 58.1	10 33.3	11 34.4	15 46.9
57 Assess affective reactions of DHS.	1 3.3	7 23.3	2 6.3	10 32.3	16 63.3	12 40.0	20 62.5	16 50.0	13 33.3	11 36.7	10 31.3	12 37.5
58 Assess psycho-motor/perceptual performance of DHS.	3 10.3	11 37.9	5 15.6	9 29.0	17 58.6	11 37.9	15 46.9	15 48.4	9 31.0	7 24.1	12 37.5	6 19.4
59 Establish and use program advisory committee as input to improve and enhance effectiveness of special needs program.	6 20.7	6 20.0	2 5.9	9 29.0	17 58.6	12 40.0	13 38.2	10 32.3	6 20.7	12 40.0	19 55.9	12 38.7
60 Maintain a system for monitoring and recording the progress and achievement of SNL on a regular basis.	0	5 16.7	0	2 6.5	6 19.4	7 23.3	11 32.4	11 35.5	25 80.6	18 60.0	23 67.6	18 58.1
61 Obtain follow-up information on SNL who have graduated from school programs.	8 26.7	7 24.1	2 6.1	4 13.3	15 50.0	9 31.0	11 33.3	10 33.3	7 23.3	13 44.8	20 66.6	16 53.3
62 Use follow-up information on graduate students as tools to evaluate effectiveness of educational programming.	8 25.0	6 20.0	2 6.3	4 12.9	15 46.9	12 40.0	11 34.4	11 35.5	9 28.1	12 40.0	19 59.4	16 51.6
63 Conduct a comprehensive evaluation of a special education program.	5 15.6	9 30.0	1 2.9	7 21.9	18 56.3	9 30.0	13 38.2	19 54.4	9 28.1	12 40.0	20 58.8	6 18.8

*SE-Special Education Teacher
VT-Vocational Teacher
C/S-Special Education Coordinator/Supervisor
CN-Counselor

**Number
Percentage